

1992

School of Social and Systemic Studies 1992-1993 Catalog

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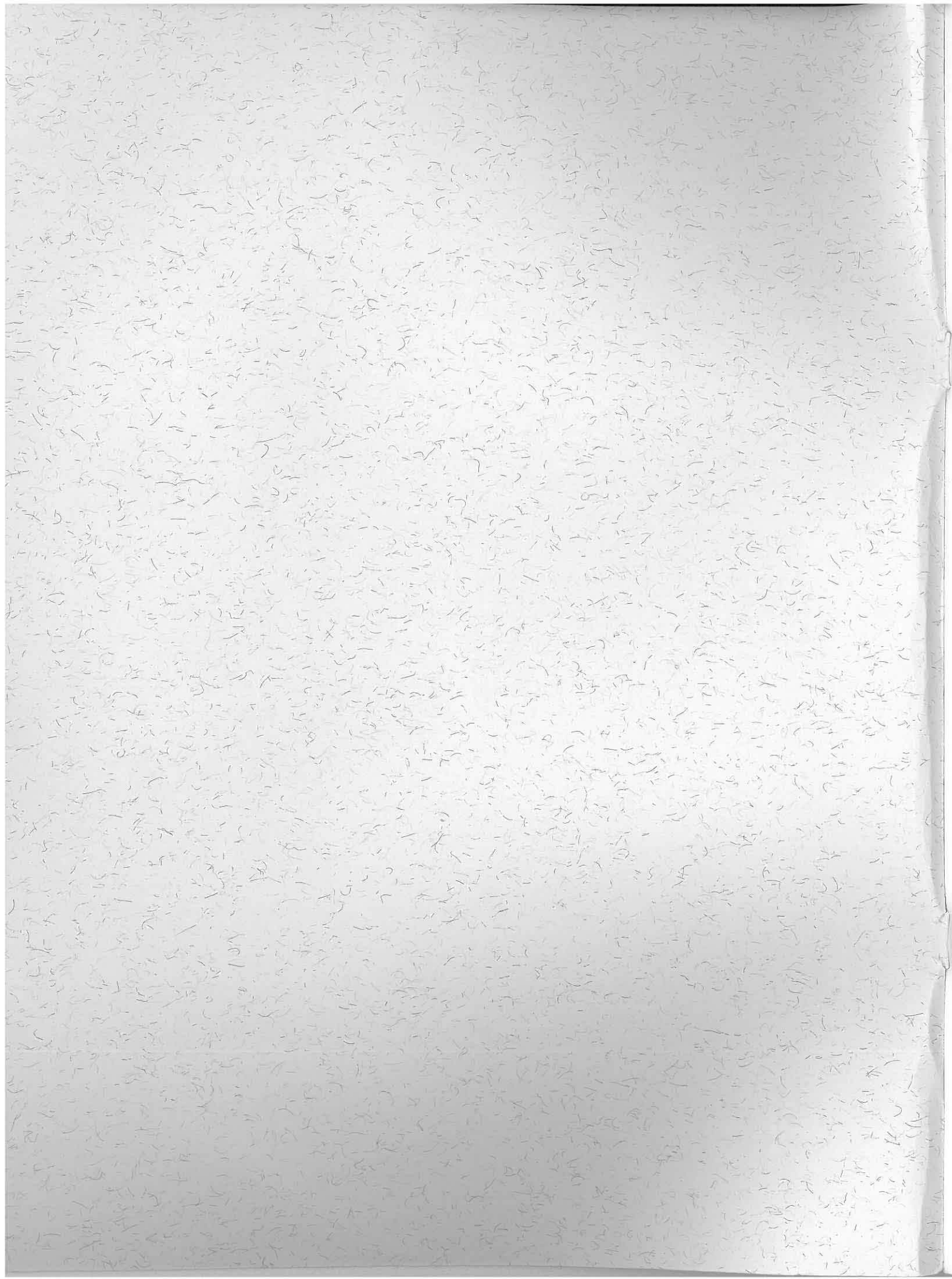
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SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1992-1993 Catalog

DEPARTMENT OF FAMILY THERAPY
AND MEDIATION INSTITUTE



SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

1992-1993 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1993. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.



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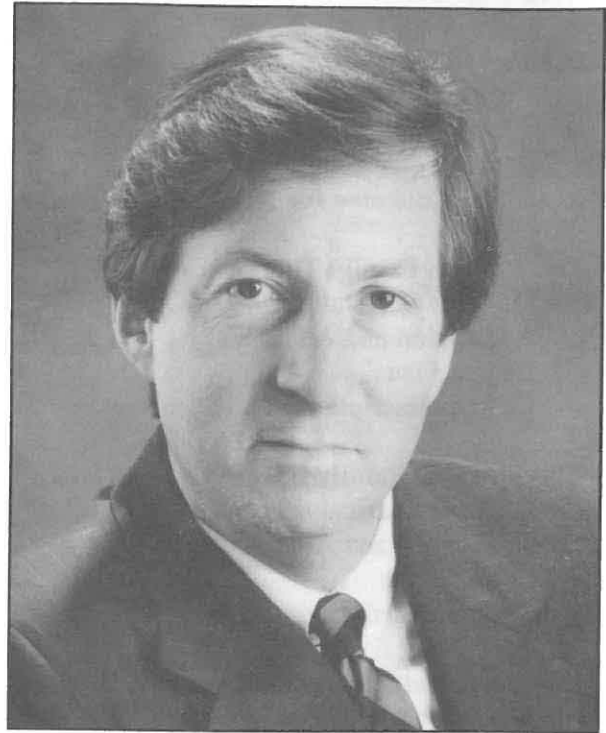
President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.



Stephen Feldman, Ph.D.
President
Nova University

Nova University

Nova University was chartered by the state of Florida in 1964. The University offers graduate degrees in many fields, including family therapy, law, psychology, oceanography, business, and education. The University offers its graduate degree programs at the master's, educational specialist, and doctoral levels, as well as postgraduate education. Nova College offers undergraduate education, and the University School, a demonstration school, serves children from prekindergarten through high school. In addition, nondegree continuing education and certificate programs are available.

Since its inception, the University has maintained an innovative outlook, offering unique programs that provide both traditional and nontraditional education. The University conducts research in many fields to resolve problems of immediate concern to humanity. The main campus is located on a 200-acre site southwest of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie. The East Campus is located near downtown Fort Lauderdale.

Mission Statement

Nova University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Approved by the Board of Trustees, June 22, 1992

Dean's Message

We at the School of Social and Systemic Studies welcome your interest in our academic center and invite you to join us in our efforts to create new and better ways of helping people improve their lives. To meet this challenge, we have developed a number of innovative degree, certificate, and post-graduate programs, all of which integrate scholarly inquiry with the provision of direct clinical services for the citizens of South Florida.

If you choose to become part of our School, I think you will be greatly impressed with our faculty and students. They are a friendly, helpful, and productive group of scholars who have distinguished themselves in their clinical work and in their various academic pursuits. I truly believe that the number of impressive joint projects carried out among members of the faculty and student bodies clearly reflects the type of thriving academic community we strive to nurture here in the School.

I encourage you to come visit us and gain first-hand experience of the quality programs and people we have. I think you will be pleased with what you see and feel at our School.



Ronald J. Chenail, Ph.D.
Dean
School of Social and Systemic Studies

Introduction

The School of Social and Systemic Studies is one of 10 centers of Nova University. Each center functions as an autonomous unit, and each has a specific educational focus. The School of Social and Systemic Studies focuses on research and application of social theories for human living. It operates degree and postgraduate programs in family therapy and alternative dispute resolution. The School also sponsors a community service clinic and conducts research to understand social interaction and enhance human services.

Within the School, the Department of Family Therapy offers the M.S. for applicants who plan to practice family therapy. The M.S. in Family Therapy prepares graduates for internship and employment where they can accumulate supervised experience toward a license to independently practice marriage and family therapy. The School offers the Ph.D. for those who plan to also supervise, teach, and research family therapy. The Ph.D. in Family Therapy prepares graduates to provide leadership for community practices and agencies, training programs at universities and institutes, and professional organizations and associations. Doctoral students learn scholarly inquiry through qualitative research training in conversation analysis, ethnography, and other methods of human communication study. Students begin their clinical training at Family Therapy Associates, our clinical facility, and then serve in a variety of internship sites.

The department also offers postgraduate programs for those who wish to be licensed in family therapy or specialize in medical and business consultation. The specialization program in Family Systems Medicine has created training and research projects to encourage collaboration among physicians, family therapists, and family members. The specialization program in Family and Business has developed approaches to assist family businesses and help families and employers work with one another. Degree students and qualified postgraduate students may enroll in Family Systems Medicine and other specializations.

The School offers programs in alternative dispute resolution through the Mediation Institute. As an alternative to costly and difficult legal disputes, mediation, negotiation, and conciliation have emerged as useful forms of dispute resolution. The School offers initial training in family mediation and has programs for practicums and advanced courses. The Certificate in Dispute Resolution provides professionals an opportunity to learn advanced mediation and negotiation skills, and the M.S. in Dispute Resolution offers a comprehensive education in nonadversarial problem resolution.

Also, through the central administration of the dean's office, the School has developed research initiatives and research publications. Funded projects have included research on family therapy services for the neurologically injured, on juveniles placed by the court in diversionary programs, and on women in family businesses. The School, in conjunction with the family therapy program of Northern Illinois University, publishes *The Qualitative Report*, a periodical for articles and news in qualitative research in family therapy and related areas.

All research initiatives, training programs, and clinical services emphasize respect for clients and colleagues. The programs avoid pathologizing or stereotyping any person and encourage all students, staff, and faculty to promote human welfare through social criticism and action. We welcome applications from qualified candidates from either gender and all races, ages, religions, and ethnicities.



Academic Calendar for 1992-1993

Fall Semester 1992

Start Classes: Monday, September 8

Holidays: Labor Day, Monday, September 7
Rosh Hashanah, Monday, September 28
Yom Kippur, Wednesday, October 7
Thanksgiving, Thursday, November 26 and Friday, November 27

Finish Classes: Thursday, December 17

Spring Semester 1993

Start Classes: Monday, January 11

Holidays: Martin Luther King Day, Monday, January 18
Good Friday, April 9

Finish Classes: Friday, April 23

Summer Semester 1993

Start Classes: Term I: Monday, May 10;

Holidays: Memorial Day, Monday, May 31
Independence Day, observed on Monday, July 5

Finish Classes: Friday, August 20

Fall Semester 1993

Start Classes: Tuesday, September 6

Holidays: Rosh Hashanah, Monday, September 5
Yom Kippur, Wednesday, September 14
Thanksgiving, Thursday, November 24, and Friday, November 25

Finish Classes: Friday, December 16

The M.S. in Family Therapy

In the Master of Science in Family Therapy program, students learn the professional practice of family therapy. Through 48 semester hours of theoretical classes and clinical training, M.S. students learn practical methods of problem resolution. Graduates serve clients in private practice, social services, schools, churches, agencies, and hospitals. With two or more years of postmaster's supervised experience, graduates may be licensed as Marriage and Family Therapists in Florida and many other states and may become Clinical Members of the American Association for Marriage and Family Therapy.

The M.S. degree program begins with the study of systems theories to understand human problems as escalations in interpersonal interactions. These studies assist students in thinking about clients without prejudice or pathological diagnosis. When students perceive difficulties and problems as the result of intense conflicts and communication struggles, then they may dialogue openly with clients. Faculty members use systems metaphors to enable students to respect the complexities of client lives, to encourage students to suspend moral and psychological judgments, and to ensure that students appreciate the resources and creativity of clients.

Students also study basic counseling skills and review many methods of family therapy and psychotherapy. In therapy theory courses, faculty members invite students to learn problem- and solution-focused therapies that will be used in clinical practicums. These pragmatic, task-oriented therapies enable students to build usable skills quickly. Early in the program, students begin their clinical practicums with individual, group, and live supervision. Students serve clients at Family Therapy Associates (FTA). As they advance to later practicums, students begin to work more independently and may become interns at FTA or approved off-campus practicum sites. In practicum, students perform as professionals and learn to integrate systemic therapy theories with actual clinical practice.

To develop sensitivity to client rights and therapist responsibilities, students study legal, ethical, and professional issues in family therapy. Students also take courses in sexuality, gender, cultural diversity, and family development to broaden perspective and empathy. Courses in assessment, psychopathology, and individual therapies educate students in psychiatric models of mental health. Later in the program, students explore research methods and write a research report.

Upon graduation, master's students are prepared to apply systemic therapies to a wide range of human dilemmas and to cooperate with professionals who work from a wide range of theoretical preferences. Most graduates work in group practices or agencies with other therapists where they receive consultation and supervision. Many continue their studies in postgraduate programs and specializations. Some continue their graduate work in doctoral programs where they refine their ideas and develop leadership skills. Graduates learn to improvise their own applications of systemic theories as they serve clients and colleagues.

Master's Curriculum

Theoretical Foundations:	Introduction to Systems Theories (SFTM 5310) Critical Issues in Systems Theories (SFTM 5311)
Assessment and Treatment:	Introduction to Marriage and Family Therapy (SFTM 5320) Theories of Marriage and Family Therapy (SFTM 5321) Clinical Practice in Marriage and Family Therapy (SFTM 5322) Assessment in Marriage and Family Therapy (SFTM 6320)
Human Development:	Diversity in Human and Family Development (SFTM 6331) Human Sexuality and Gender (SFTM 6332) Theories of Personality and Psychopathology (SFTM 6333)
Ethics:	Legal, Ethical, and Professional Issues (SFTM 6340)
Research:	Research in Marriage and Family Therapy (SFTM 5350)
Supervised Clinical Practice:	Practicum I (SFTM 5360) Practicum II (SFTM 6360) Practicum III (SFTM 6361) Practicum IV (SFTM 6362)
Elective:	Individual and Group Psychotherapy (SFTM 6374) or other approved course.

Application and Admission

Students enroll for at least 6 credits per semester. Students are encouraged to register for 9 or 12 credits per semester. Taking 9 credits per term, students can expect to complete the program in two years. Taking 6 credits per term, students complete the program in three years. Both plans include study during summer semesters. Students usually apply in the winter to begin their programs in the fall of the year. All systems theories and family therapy course sequences begin in the fall.

Applications shall be accepted from any person with a bachelor's degree from a regionally accredited university. The faculty seeks applicants who have academic backgrounds and degrees in language, communication, or social interaction. For example, applicants may have degrees or completed studies in anthropology, family studies, social psychology, sociology, education, social work, nursing, speech, literature, or journalism. Applicants should also have an interest in systemic perspectives. International applicants are welcome. The faculty seeks qualified applicants from all genders, races, classes, cultures, age groups, and nationalities.

To be eligible for admission, applicants shall have official transcripts sent of all undergraduate and graduate course work. Applicants shall have a GPA of at least 2.5 and preferably 3.0 or greater for undergraduate work and graduate work. Applicants shall ask three instructors or employers to send letters of reference. Applicants shall also write a statement of intent for the study of family therapy. Applicants shall also submit papers, job evaluations, or other samples of their academic and professional work. Applicants shall also pay an application fee. Finally, all applicants shall be interviewed by the faculty.

If admitted by the faculty, the applicant will receive an offer of acceptance. Applicants who wish to attend the program shall sign a letter accepting the program requirements in the School catalog at the time of admission. Applicants shall also send a nonrefundable reservation fee, which shall be applied toward the student's first tuition payment.

Applicants may transfer up to nine hours of graduate courses taken at regionally accredited universities. Courses for transfer must be substantially equivalent to program courses. Applicants apply for transfer of credit with the application for admission and submit course descriptions and syllabi for courses they wish to transfer.

Criteria for acceptance into the master's program shall include a major emphasis on student interest in learning systemic theories and therapies. Applicants who have read literature on systemic concepts in therapies and who have prior experience of the practice of systemic therapies shall be the best prepared for admission. The second major emphasis in master's admission is interviewing ability. Applicants who demonstrate significant ability to listen to others, lead conversation, and learn from dialogue will be best prepared for admission. Many applicants have prior experience in social service, medical centers, crisis intervention programs, and community organizations. The third major emphasis is ability to communicate in writing as evidenced by GPA and writing samples. Graduate study and professional practice require professional writing skills. Faculty members also seek applicants from diverse occupational, educational, intellectual, and ethnic backgrounds.

When admitted, students attend a comprehensive orientation to the program and the University. The orientation provides information on the many student services at Nova, from the microcomputer lab and the library to the academic resource center, where students receive assistance with their writing. Also, students learn about the program clinic, Family Therapy Associates, and off-campus internship sites. All new students are encouraged to learn about course offerings in other Nova programs. For example, the liberal arts program has a number of courses on culture, gender, and language that would be relevant.

Degree Plan

Students take Introduction to Systems Theories (SFTM 5310) and Introduction to Marriage and Family Therapy (SFTM 5320) in the first fall term. Full-time students add Legal, Ethical, and Professional Issues (SFTM 6340). Students who wish to take 12 semester hours may add a human development course. Most courses are offered in the afternoon and evening during the week. Full-time students register for a first practicum in the winter term of the first year. Faculty recommend full-time attendance so students may integrate course work with clinical training throughout the program. Part-time students begin the practicum in the second year of the program. A full-time student who registers for nine hours per term (including 12 hours in one summer term) would have the following degree plan:

First Year

Fall	Introduction to Systems Theories (SFTM 5310) Introduction to Marriage and Family Therapy (SFTM 5320) Legal, Ethical, and Professional Issues (SFTM 6340)
Winter	Practicum I (SFTM 5360) Critical Issues in Systems Theories (SFTM 5311) Theories of Marriage and Family Therapy (SFTM 5321)
Summer	Practicum II (SFTM 6360) Assessment in Marriage and Family Therapy (SFTM 6320) Human Sexuality and Gender (SFTM 6332) Theories of Personality and Psychopathology (SFTM 6333)

Second Year

Fall	Practicum III (SFTM 6361) Clinical Practice in Marriage and Family Therapy (SFTM 5322) Diversity in Human and Family Development (SFTM 6331)
Winter	Practicum IV (SFTM 6362) Research in Marriage and Family Therapy (SFTM 5350) Individual and Group Psychotherapy (SFTM 6374)

Students may modify the above degree plan to fit their personal needs; however, all course sequencing requirements shall be followed. All students should meet with a program administrator to prepare a degree plan.

Graduate Writing Standards

Master's students learn to communicate professionally through assigned writing in courses. Through faculty instruction, departmental workshops, and Nova student services such as the Academic Support Center, students learn writing skills, library resources, and computer tools. Students shall use the following writing standards to create all major writing projects in classes, criteria which faculty members employ in evaluating their work:

Rigor of Application	Writers shall use correct grammar, punctuation, and spelling; writing style shall follow the conventions of the <i>Publication Manual of the American Psychological Association</i> . Writers shall use clearly legible type styles and fonts.
Clarity of Expression	Ideas shall be communicated in a clear and organized manner, with proper sentence and paragraph structure and logical overall organization of the paper. Writing shall include a clear definition of the author's intent. Points, examples, and reasoning should support the author's intent. The purpose of the writing should be made obvious in concluding remarks.
Scholarship	Writing shall build upon published literature in the field of family therapy and related areas of study. The author shall demonstrate an accurate awareness of both current trends and historical developments. He or she shall credit all work of others with citations and references, as well as preserve information sources, such as transcripts and surveys, used in writing.
Integration of Theory and Practice	Authors shall demonstrate ability to integrate theory and practice. For example, case studies shall illustrate the writer's ability to apply systemic concepts to clinical practice. Further, authors shall show creativity and ethical sensitivity in the implementation of existing theories.

In master's classes, student writing is often used as a means of evaluation. Instructors designate writing project(s) that will be formally evaluated in a course of study. Instructors score each writing project on a scale from 5 to 1, where 5 indicates that no changes are required, 4 indicates that some changes are necessary, 3 means that moderate changes should be made, 2 means that the writing should be significantly altered, and 1 indicates that the writing is unacceptable. Each area will receive a score, and the average of all scores will be the overall score of the writing.

Clinical Requirements

With the successful completion, at a minimum, of Introduction to Marriage and Family Therapy, Introduction to Systems Theories, and Legal, Ethical, and Professional Issues, students are considered prepared for the supervised clinical experience of Practicum I. Students' potential for clinical work is assessed in Introduction to Marriage and Family Therapy through evaluations of student case studies and interviewing assignments. Students' potential for ethical decision making is determined in the ethics course through evaluations of student resolutions of ethical dilemmas. Finally, students' potential for comprehending the relevance of systems theories for clinical practice is evaluated in Introduction to Systems Theories through papers and examinations on systems concepts. In Practicum I, students are assisted and monitored as they learn the initial skills of clinical work. Difficulties that arise are noted, and remediation or other action is recommended.

Practicum I begins a total of 16 months of continual enrollment in practicum. During these 16 months, M.S. students achieve at least 500 contact hours with clients. During Practicum I and II, students work at Family Therapy Associates as part of faculty-student therapy teams. The teams meet for six hours one day per week in the afternoon and evening. Students are assigned one to two clients initially and, using one-way mirrors and phones, the team supports the in-room therapist. Faculty provide live supervision of all sessions and lead discussions of creative suggestions for each student. With client permission, practicum students also videotape their work for review. The first two practicums form a context where students apply theory to practice and receive support and guidance from faculty. Students are evaluated at the end of Practicum I for their readiness to continue the practicum process.

When approved for participation in Practicum II, students begin to prepare for field placement internships. Students may apply for internships (see below) after the completion of Practicum I and they shall apply before they register for Practicum III. During Practicum III and IV, interns work at off-campus practices, agencies, schools, clinics, and hospitals, and they return to campus for faculty supervision. Internships usually require 10 to 15 client contact hours per week as well as individual supervision and staff meetings on site. Each placement is reviewed by program faculty and staff for diversity of clients, confidentiality of records, quality of supervision, and effective service management. Those who do not complete 500 hours by the end of Practicum IV shall reregister for Practicum IV until the completion of the hours.

In practicums, students receive client contact hours for in-room, face-to-face client contact. Telephone contact or note taking does not constitute client contact. The intense nature of the team participation is required for the learning of systemic therapies. Passive observation of other students' cases is not counted as supervision. Team participation occurs when a set group of no more than 6 therapists work together for every session of a case and conduct frequent team meetings on the case. A minimum of 100 hours shall be obtained for team participation. Students have at least half their client contact hours with couples or families in the room. Students shall receive at least one hour of individual supervision each week and have a total of at least 50 individual and 50 group hours of supervision. Also, at least half the supervision must be the review of live data such as audio- or videotapes of clinical work. When supervised live from behind a mirror, students may count their work as both client contact and individual supervision. When conducting cotherapy with a supervisor in the room, students may credit the hour as individual supervision or client contact, but not both. Whether in FTA or off campus, individual supervision occurs with one or two students and group supervision occurs with three to six students.

The following chart gives the goals for client contact hours and supervision hours for each M.S. student. Minimums must be met or exceeded. For example, a student must have at least 200 hours of client contact with couples and families and can have 400 hours of contact with clients and families. Other goals are allowed, but not necessary. For example, it is not necessary for a student to accumulate 200 hours of work with individuals. In any case, it is necessary for student client contact hours, with the minimum requirements, to equal 500 hours.

Client Contact

200 hours	With couples and families, in the room (minimum).
200 hours	With individuals, singly or in groups, in the room.
50 hours	With couples and families, teamwork (minimum).
50 hours	With individuals, singly or in groups, teamwork.

Supervision

50 hours	Individual supervision (minimum).
50 hours	Group supervision.

Note that half of supervision hours shall include live data. "Live data" means supervisors' live supervision through one-way mirrors and students' presenting video- and audiotapes in supervision.

Twice each term, practicum students receive constructive feedback on their performance. Students are evaluated by faculty members in several areas:

Therapy Foundations	Respect evident in interactions with clients and colleagues, careful listening to all points of view, confidentiality, nonpathologizing, patience in invention and articulation of interventions, appropriate referrals in cases affecting health, safety, and financial security of clients, avoidance of inappropriate personal issues in relationships with clients and colleagues.
Professionalism	Attendance, punctuality, obtaining informed consent, case notes, written reports, client folders, management of tapes, professional dress.
Clinical Pragmatics	Joining, quality of questioning, session management, interventions, creativity, follow-up with prior clients.
Integration of Theory and Practice	Systemic conceptualization, clear articulation of theory and connection with activities in case, consistency and follow-through with theory, application of interactional theories to specific clinical decisions.
Teamwork	Performance in pré, interf, and postsessions, handling phone calls and reflections, ability to profit from supervision, contributions to colleagues.

Practicum students will be evaluated in two ways. First, each student will be evaluated on therapy foundations according to the following scale: 5: excellent, no changes; 4: good, needs minor changes; 3: workable, but needs several changes; 2: requires major changes; 1: not acceptable. All must score a 4 or above on *therapy foundations* to pass a practicum. Then, each will be rated on the four categories of professional development: professionalism, clinical pragmatics, integration of theory and practice, and teamwork. Each category will be scored according to the scale listed above. In Practicum I and II, an average of 3 or above on professional scores will indicate that the student has passed those standards. In Practicum III and IV, an average of 4 or above on professional scores will indicate that the student has passed those standards. In any practicum, an average below 3 will indicate that the student has not passed and must reregister. An average below 2 will mean that a student must wait at least one semester before reregistering for the practicum. Students in their last practicum must achieve a 4 or above on both minimum and professional standards to pass their last practicum. Students and supervisors collaborate on practicum evaluations.

Internship Application

Students shall demonstrate that they are effectively performing in each area prior to internship placement. After completion of Practicum I, and before registering for Practicum III, students shall apply for internships by composing a self-evaluation of their clinical work according to the above standards. Students shall prepare a five-page self-assessment of their performance in therapy foundations, professionalism, clinical pragmatics, integration of theory and practice, and teamwork. Students shall give specific examples of their achievements, describe any continuing difficulties in their work, and explain the steps they plan to continue to improve their performance. Students shall also prepare a resume of their educational and professional credentials suitable for distribution to potential internship sites. Students submit their self-evaluations and their resumes to their Practicum II course instructor for evaluation. The Practicum II course instructor, with faculty consultation, will review self-evaluations and resumes along with previous practicum and writing evaluations of students. Students who demonstrate the ability to conduct therapy without live supervision shall be approved for placement. Criteria for placement approval shall include averages of 4 or greater on practicum and writing evaluations, evidence of self-awareness and adequate plans for professional development in the self-evaluation, and a resume appropriate for distribution to potential placement sites. Further policies and procedures for clinical work are described in detail in the Practicum and Internship Handbook. Students who are not accepted into an internship may be required to register for additional live supervised practicums, defer registration for any practicum, or comply with other faculty recommendations.

Comprehensive Examination

In the last semester of their degree program, all M.S. students shall complete a comprehensive examination. The examination is a series of questions that cover all courses and practicums. The examination serves as a time of reflection and integration prior to graduation. Students who fail the examination twice shall not graduate. Students who complete the examination and all courses shall be recommended for graduation with the degree of master of science in family therapy.

Postgraduate Study

Many M.S. graduates continue studies in specializations, such as family systems medicine and family mediation. Also, some graduates may wish to take courses in other departments of Nova University, such as women's studies, liberal arts, and child development. M.S. students may, after successful application for internship and with faculty approval, register concurrently for postgraduate specialization courses. M.S. students shall separately apply for specialization programs and may not credit any specialization courses toward the master's degree without faculty approval.

Course Descriptions

SFTM 5310 - Introduction to Systems Theories

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of theories from cybernetics to language studies. Offered in fall.

SFTM 5311 - Critical Issues in Systems Theories

Study of complex issues in systems theories, including the social construction of knowledge, biological limits of behavior, explanations of violence and inequity, and the limitations of systems metaphors.

Prerequisite: Introduction to Systems Theories (SFTM 5310). Offered in winter.

SFTM 5320 - Introduction to Marriage and Family Therapy

Review of the history of marriage and family therapy and the clinical approaches of interactional therapies. Focus on learning basic counseling concepts and skills. Offered in summer and fall.

SFTM 5321 - Theories of Marriage and Family Therapy

Comparative study of theories of marriage and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice. Offered in winter.

SFTM 5322 - Clinical Practice in Marriage and Family Therapy

Application of family therapy methods in specific situations, such as divorce, child rearing, school problems, chronic illness, teen runaways, elderly care, substance abuse, suicide, family violence, and medical trauma. *Prerequisites:* Introduction to Marriage and Family Therapy (SFTM 5320) and Theories of Marriage and Family Therapy (SFTM 5321). Offered in summer and fall.

SFTM 6320 - Assessment in Marriage and Family Therapy

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. *Prerequisites:* Introduction to Marriage and Family Therapy (SFTM 5320) and Theories of Marriage and Family Therapy (SFTM 5321). Offered in summer.

SFTM 6331 - Diversity in Human and Family Development

Review of human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focus on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Offered in fall.

SFTM 6332 - Human Sexuality and Gender

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Offered in summer.

SFTM 6333 - Theories of Personality and Psychopathology

Review of major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Offered in summer.

SFTM 6340 - Legal, Ethical, and Professional Issues

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered in fall.

SFTM 6374 - Individual and Group Psychotherapy

Review of major theories of psychotherapy, emphasizing psychodynamic, behavioral, humanistic, and cognitive approaches. Exploration of individual and group techniques from each approach. Investigation of theories of personality upon which the psychotherapies are based. Comparison of these ideas with interactional theories. Offered in winter.

SFTM 5350 - Research in Marriage and Family Therapy

Review of quantitative, qualitative, and narrative methods of inquiry. Focus on the use of research in the development of family therapy theories, practices, and professions. Offered in winter.

SFTM 5360 - Practicum I

Practice of marriage and family therapy at Family Therapy Associates, under faculty supervision.

Prerequisites: *Introduction to Systems Theories (SFTM 5310), Introduction to Marriage and Family Therapy (SFTM 5320), and Legal, Ethical, and Professional Issues (SFTM 6340).*

SFTM 6360 - Practicum II

Practice of marriage and family therapy at Family Therapy Associates, under supervision of faculty members and qualified professionals. *Prerequisites:* *Practicum I (SFTM 5360), Critical Issues in Systems Theories (SFTM 5311), and Theories of Marriage and Family Therapy (SFTM 5321).*

SFTM 6361 - Practicum III

Practice of marriage and family therapy at Family Therapy Associates or at an approved off-campus internship site, under supervision of faculty members and qualified professionals. *Prerequisites:* *Practicum II (SFTM 6360), Clinical Practice in Marriage and Family Therapy (SFTM 5322), and faculty approval.*

SFTM 6362 - Practicum IV

Practice of marriage and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty and qualified professionals. Shall be repeated until the student achieves total of 500 client contact hours or if student wishes additional experience beyond 500 hours. *Prerequisite:* *Practicum III (SFTM 6361).*

The Ph.D. in Family Therapy

The Ph.D. program prepares graduates for advanced clinical practice and for leadership in family therapy. Students learn the range of systemic therapy theories, and they develop advanced clinical skills through extensive practicums. Students also learn a variety of qualitative research methods appropriate to the study of human communication. The 90-semester-hour program includes electives in supervision and teaching practicums where advanced students have the opportunity to assist in the training of beginning clinicians. Students design, write, and defend a dissertation as a major contribution to service and leadership in family therapy. Graduates find employment as senior clinicians, consultants, supervisors, teachers, and researchers.

Also, students may register for electives that fulfill many of the academic requirements for licensure as a Marriage and Family Therapist in Florida and in many other states. During the program, students may fulfill the academic requirements to become a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy. Professional electives provide the academic background for licensure and credentials.

The Ph.D. degree program begins with an introduction to systems theories and the study of systemic family therapies. Four classes in systemic family therapies provide advanced training in interactional therapies. The classes focus on the work of the Mental Research Institute, the Milan team, Milton Erickson, the Brief Family Therapy Center in Milwaukee, the Houston Galveston Institute, Tom Andersen, the Ackerman Institute, and many other leading systemic therapists. Two advanced classes in systemic perspectives study the ideas of Gregory Bateson and social constructionism, as well as critiques of society found in feminism and postmodernism.

Two years of continuous enrollment in clinical practicums offer students the opportunity to gain broad experience and refine clinical skills. Practicums are held at Family Therapy Associates and include participation in live supervision of therapy with teams of other students and faculty. Practicums also include individual and group case consultation. The clinic has one-way mirror suites and audiovisual equipment for the live supervision and recording of therapy.

At the end of the second year, students complete the Qualifying Examination Paper, which should be of publishable quality. Sample student examination papers are listed below. Papers followed by an asterisk have been published (some in modified form) in professional journals and/or accepted as presentations at professional conferences:

The Work of Milton Erickson and Jesus of Nazareth as Seen Through a Batesonian Lens
Are Exceptions Unique Outcomes? The Relationship of Context to Therapeutic Technique
*Living With The Effects Of Abuse: Applying Solution-Focused Therapy To Reach Pragmatic Goals**

*Dual Relationships in Family Business: The Struggles and the Solutions**

Codependence: The Theoretical Disguise of the "Stepford Wives"

*Mediation: A Systemic Alternative to Litigation in Employer-Employee Problem Solving for Catholic Institutions**

Dear Husband, Please Join Our Family: Client to Client Letter Writing

The Alexandria Quartet: A Constructivist View

*Interactional Letters: A Temporal Reorganization of a Couple's Communication**

Blurring the Label: Ambiguating Constraining Language

Discourse Between Psychology and Family Therapy As Represented Through Journal Citations

*Hypnotic Communication and Poetic Analysis**

In addition to clinical practicums, students receive at least one semester of didactic instruction in supervision and teaching. The program's supervision class has been approved by the Commission on Supervision of the AAMFT. Students who wish further training in the supervision and teaching of systemic therapies may apply for supervision and teaching practicums. If approved, students may supervise beginning clinicians and may assist in graduate and/or undergraduate instruction.

Students may add specialty electives to their doctoral program. Approved specialization courses from postgraduate certificate programs may be added to a student's doctoral curriculum.

Research training explores methods of critical inquiry suitable for the study of human communication and therapeutic interaction. The first two research courses introduce students to conversation analysis, single case designs, ethnography, hermeneutics, and other strategies. Students learn the rhetoric, metaphors, and narratives of clients, therapists, and cultures. A research practicum engages students in projects that prepare for the writing of the dissertation and professional papers. Research grant writing is supported and encouraged throughout the program.

Dissertation courses involve the design, writing, and defense of a significant, original work of inquiry. Prior to enrollment in the dissertation, each student forms a dissertation committee with a program faculty member as the committee chair. The dissertation provides students with opportunities to develop expertise in a specific area. Students tailor their dissertation research to the professional and academic interests they plan to pursue throughout their career. Here are some examples of titles of recent dissertations and dissertation proposals:

Intersession Break Talk in Supervision: A Permeable Frame Analysis
Oncologists' Referrals to Psychotherapy: A Narrative Analysis of the Referral Understandings
When Grandma Needs Help: Patterns of Caregiving Across the Generations
Divergent Therapies: Contrasting Albert Ellis's Rational-Emotive Therapy (RET) and the Mental Research Institute (MRI) Interactional Therapy, Beyond Integration and Toward a Basis for Model Building with Integrity
Once Upon a Time: Training Tales in Family Therapy
Family Sensitive Custody Evaluation as Early Intervention in Restructuring the Post-Divorce Family
A Co-Evolution of Marriage and Medicine: Systemic, Constructionist, and Thematic Voices on Medical Families
Voices of Demystification: Questions as Performative Texts in Therapeutic Discourse and Practice, a Post-Structural Analysis
Humor in Therapy: It May Be a Laughing Matter
Language Games in Focused Supervision: A Post-Structural Analysis
Playing with Language: A Historical and Clinical Process Study of Goolishian and Anderson's Linguaging Model of Family Therapy
Timing and Group Phases: A Framework for Organizing Therapy
Family Voices of Head Injury: A Narrative Interpretation

Doctoral Curriculum

Orientation Courses:	Introduction to Marriage and Family Therapy (SFTD 5005) Introduction to Systems Theories (SFTD 5006) Research in Marriage and Family Therapy (SFTD 5007) Legal, Ethical, and Professional Issues (SFTD 5300) Doctoral Seminar (SFTD 5000)
Systemic Family Therapies:	Systemic Family Therapy I (SFTD 5010) Systemic Family Therapy II (SFTD 5020) Systemic Family Therapy III (SFTD 5030) Systemic Family Therapy IV (SFTD 5040)
Systems Studies:	Language Systems (SFTD 5110) Thinking Systems (SFTD 5120)
Clinical Practicums:	Clinical Practicum I (SFTD 5210) Clinical Practicum II (SFTD 5220) Clinical Practicum III (SFTD 6210) Clinical Practicum IV (SFTD 6220) Clinical Practicum V (SFTD 6230) Clinical Practicum VI (SFTD 6240)
Supervision and Teaching:	Supervision and Teaching (SFTD 6310) Supervision Practicum (SFTD 6320) Teaching Practicum (SFTD 7360)
Research Methods:	Research Strategies I (SFTD 5410) Research Strategies II (SFTD 6410) Advanced Topics in Research (SFTD 6430) Research Practicum (SFTD 7350)
Professional Electives:	Diversity in Human and Family Development (SFTD 6520) Assessment in Marriage and Family Therapy (SFTD 7301) Personality Theories and Psychopathology (SFTD 7302) Human Sexuality and Gender (SFTD 7311) Individual and Group Psychotherapy (SFTD 7313)
Specialty Electives:	Courses drawn from postgraduate specializations.
Advanced Electives:	Advanced Topics in Systemic Studies (SFTD 6530) Advanced Topics in Systemic Family Therapies (SFTD 6540)
Dissertation:	Dissertation (SFTD 6900)

Application and Admission

Students enroll full time, taking 9 to 15 credit hours each semester. Taking 9 hours per term, students can expect to complete the program in four years. Taking 12 or more hours per term, students may complete the program in three years. All students enroll for courses during summer semesters.

Students apply in the winter to begin their programs in the fall of the year. All practicum and family therapy course sequences begin in the fall. However, applicants who wish to take courses to learn more about the program may take orientation courses and professional electives as postgraduate students. Please see the course descriptions for information on course sequencing and prerequisites.

Applications shall be accepted from any person with a master's degree in family therapy or a related field. The degree shall be from a regionally accredited university. The faculty seeks applicants who have academic backgrounds and degrees in language, communication, or social interaction. For example, applicants may have degrees or studies in anthropology, family studies, counseling psychology, social psychology, sociology, education, social work, nursing, community counseling, speech, literature, or journalism. The faculty also prefers that applicants have professional experience prior to admission. International applicants are welcome. The faculty seeks qualified applicants from either gender and all races, classes, cultures, age groups, and nationalities.

Applicants should also have an interest in systemic therapies. Systemic therapy is an approach to psychotherapy that developed within and alongside the family therapy movement of the last four decades. Many family therapists used the notion of a "system" to describe the complex relationships that form around personal, couple, family, and social problems. A partial list of disciplines from which systemic therapists have gleaned ideas includes cybernetics, anthropology, sociology, communications theory, neurophysiology, cognitive and social psychology, hypnosis, and social psychiatry. Current systemic therapists also learn from trends in literature, art, and politics. Many systemic therapists now study and contribute to postmodern movements in epistemology, hermeneutics, narrative, rhetoric, feminism, and ethnic studies. Applicants who have not yet had academic or clinical experience in systemic therapies should read several texts on systemic therapies. If the applicant experiences a sense of fit with the readings, he or she may be prepared for the program.

To be eligible for admission, applicants shall have official transcripts sent of all undergraduate and graduate course work. They must have a GPA of 3.0 or greater for undergraduate work and graduate work. Applicants shall ask three instructors or employers to send letters of reference. Applicants shall write a statement of intent for the study of family therapy, as well as submit papers, job evaluations, or other samples of their academic and professional work. The faculty carefully reviews the writing skills of doctoral applicants. Applicants pay an application fee. Finally, all applicants shall be interviewed by the faculty.

Applicants may transfer graduate course work taken at other regionally accredited universities. Courses accepted for transfer shall be substantially equivalent to program courses. Courses accepted for transfer of credit shall be accepted for elective courses. No course will be accepted for transfer of credit for core curriculum courses in systemic perspectives, systemic family therapy, clinical practicum, supervision, research methods, or dissertation. Applicants shall provide course descriptions and syllabi for transfer courses at the time of application for admission.

Applicants who do not have prior graduate training in the field of family therapy shall be required to register for introductory courses in the first year of their program. All applicants shall demonstrate that they have the following courses, or their substantial equivalent, upon admission to the program:

Introduction to Marriage and Family Therapy (SFTD 5005)
Introduction to Systems Theories (SFTD 5006)
Research in Marriage and Family Therapy (SFTD 5007)
Legal, Ethical, and Professional Issues (SFTD 5300).

Applicants shall be required to complete those introductory courses for which they cannot demonstrate equivalence prior to embarking on core course sequences.

Also, all applicants shall present their prior clinical experience to the faculty. Applicants will provide the job descriptions of their prior clinical positions, the qualifications of their supervisors, and number of client contact hours accumulated. Students who have little or no prior clinical experience will accumulate experience during the doctoral program.

Criteria for acceptance into the doctoral program include a major emphasis on student interest in learning and extending systemic theories and therapies. Applicants who have read extensive literature on systemic concepts in therapies and who have prior professional experience in the practice of systemic therapies are the best prepared for admission. The second major emphasis in doctoral admission is writing ability, as evidenced by GPA and writing samples. Applicants who demonstrate professional quality writing will be best prepared for admission. A third emphasis is on demonstrated clinical ability, as evidenced by job evaluations, resume, and performance in faculty interview. Faculty also seek applicants from diverse occupational, educational, intellectual, and ethnic backgrounds.

If admitted by the faculty, the applicant will receive an offer of acceptance. Applicants who wish to attend the program shall sign a letter accepting the program requirements in the program catalog at the time of admission. Applicants shall also send a nonrefundable reservation fee, which is applied toward the student's first tuition payment.

Students are admitted conditionally for the first semester. When admitted, students attend a comprehensive orientation to the program and the University. Students may network with other students and teachers to work on clinical or research projects. The orientation provides information on the many student services at Nova, from the microcomputer lab and the library to the academic resource center, where students receive assistance with their writing. Also, students will learn about the program clinic, Family Therapy Associates, and off-campus internship sites. All new students are encouraged to learn about course offerings in other Nova programs. For example, the liberal arts graduate program has a number of courses on culture, gender, and language that would be relevant to a family therapy student.

Degree Plan

Upon admission, students meet with academic administrators to design a degree plan based upon the following guidelines. All students shall accumulate at least 90 credit hours to achieve the doctoral degree. Students who have successfully transferred graduate credit hours will have fewer total hours to achieve, but they must take the core curriculum, as outlined above. Since the doctoral program has a number of options as well as prerequisites, each student's degree plan is highly individualized. The various factors of the degree plan are outlined below.

Orientation Courses

Applicants who need an overview of family therapy register for Introduction to Marriage and Family Therapy (SFTM 5320) in the summer before their first year of classes. The course is taught in seven weeks and provides an intensive orientation to the interactional therapies used at Family Therapy Associates. Applicants who need an introduction to systemic perspectives register for Introduction to Systems Theories (SFTD 5006) in the fall of the first year. Those who require Legal, Ethical, and Professional Issues (SFTD 5300) register for the course in the first fall term. Finally, applicants who have not yet had a graduate course in research methods register for Research in Marriage and Family Therapy (SFTD 5007) in the winter term of the first year.

Clinical Requirements

Throughout two years of continual enrollment in practicum, students work at Family Therapy Associates as part of faculty-student therapy teams. Students register for different faculty supervisors in each semester of practicum for the first year. Students may register for the same practicum supervisor in no more than two consecutive terms in the second year. The teams meet for six hours one day per week in the afternoon and evening. Students are assigned one to two clients initially, and, using one-way mirrors and phones, the team observes and supports the in-room therapist. Faculty members personally supervise all sessions initially and lead discussions of creative suggestions for each student. With client permission, practicum students also videotape their work for later review. The first three practicums form a context where students apply theory to practice and receive support and guidance from faculty. Students implement the clinical theories learned in Systemic Family Therapy I and II in their first year of the practicum. Policies and procedures for clinical work are described in detail in the Practicum and Internship Guidelines.

Also, some students may wish to expand their clinical experience through voluntary field placement. Students who successfully complete Practicum I may be assigned internships at Family Therapy Associates and at off-campus sites. Students who seek voluntary placement shall notify their practicum instructor of their desire for more clinical experience. With the approval of the practicum instructor, students may apply for placement with the clinical director of Family Therapy Associates or other sites. If accepted by a site clinical director, students shall follow the policies and procedures of the placement site for their clinical work outside practicum.

During the two years of clinical practicum, students receive constructive feedback on their performance. Students are evaluated by faculty on therapy foundations, professionalism, clinical pragmatics, integration of theory and practice, and teamwork. The following chart indicates the specific tasks and goals evaluated for each area:

Therapy Foundations:	Respect evident in interactions with clients and colleagues, careful listening to all points of view, confidentiality, nonpathologizing, patience in invention and articulation of interventions, appropriate referrals in cases affecting health, safety, and financial security of clients, avoidance of inappropriate personal issues in relationships with clients and colleagues.
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Professionalism:	Attendance, punctuality, obtaining informed consent, case notes, written reports, client folders, management of tapes, professional dress.
Clinical Pragmatics:	Joining, quality of questioning, session management, interventions, creativity, follow-up with prior clients.
Integration of Theory and Practice:	Systemic conceptualization, clear articulation of theory and connection with activities in case, consistency and follow-through with theory, application of interactional theories to specific clinical decisions.
Teamwork:	Performance in pre-, inter-, and postsessions, handling phone calls and reflections, ability to profit from supervision, contributions to colleagues.

Students shall demonstrate that they are effectively performing in each area in the first year of practicum. In the second year of the practicum, doctoral students demonstrate ability to perform effectively and independently in each area. Second-year practicum students prepare clinical presentations, including live data from videotape, of their work for their supervisors and teams. By the completion of Practicum VI, students shall demonstrate ability to creatively design clinical plans, innovatively respond to difficult contexts, and successfully engage a diverse variety of clients in effective therapeutic interaction. Doctoral students who have completed Practicum VI shall have the clinical skills expected of supervisors and teachers of family therapy. Students who have not yet demonstrated the expected skills may be required to register for additional practicums or may be required to follow other faculty recommendations.

The Doctoral Seminar and Writing Standards

The Doctoral Seminar (SFTD 5000) prepares students for writing professional-quality papers and conducting scholarly inquiry at the doctoral level. It is required for all incoming students and may be repeated in future terms if desired or if deemed necessary by the faculty. The course covers writing skills, library resources, and computer tools. In addition, the course introduces students to the writing standards that will be used to evaluate all major writing projects in future classes and the paper for the qualifying examination. The faculty uses the following criteria to evaluate student writing:

Rigor of Application:	Writers shall use correct grammar, punctuation, and spelling; writing shall follow the conventions of the <i>Publication Manual of the American Psychological Association</i> . Writers shall use clearly legible, letter-quality types and fonts.
Clarity of Expression:	Ideas are to be communicated in a clear and organized manner, including proper sentence and paragraph structure and logical overall organization of the paper. Writing shall include a clear definition of the author's intent and the necessary points, examples, and reasoning to support it. The purpose of the writing should be made obvious through lucid and consistent concluding remarks.
Scholarship:	Writing shall appropriately build upon published literature in the field of family therapy and related areas of study. The author shall demonstrate an accurate awareness of both current trends and historical developments. The author shall credit all work of others with appropriate citations and references, as well as preserve information sources such as transcripts and surveys.

Substance of Idea: Writing shall offer a contribution to what has previously been written and/or provide a fresh orientation. Examples of substance include a new perspective on an old problem; the extension of an established idea into a new area; the use of established techniques with a new population; and so on.

In doctoral classes, student writing is used as a primary means of evaluation. Each instructor will designate writing project(s) that will be formally evaluated in a course of study. The instructor will score each designated writing project on a scale from 5 to 1, where 5 indicates that no changes are required, 4 indicates that some changes are necessary, 3 means that major changes should be made, 2 means that the writing should be significantly altered, and 1 indicates that the writing is unacceptable. Each area will receive a score and scores will be averaged.

The First Year

In their first fall term, unless orientation courses are required, students register for at least 10 semester hours in systemic family therapy, systems studies, practicum, and the 1-semester-hour orientation to doctoral study. Students who wish to register for more than 10 hours in the first term may register for research and begin the research sequence in the first year. Alternatively, some may wish to register for professional or advanced electives. Most courses are offered in the afternoon and evening during the week, and students arrange a schedule which usually entails on-campus attendance two to three days a week.

Students who achieve grades of "B" or greater in first semester classes shall be fully admitted into the program upon their registration for their second term. If a student's grades are low or if other difficulties become apparent during the first term, a faculty review will be held to recommend an appropriate course of action. A student who registers for 9 hours per term (at least 10 in the first term) would have the following degree plan for the first year:

Fall	Systemic Family Therapy I (SFTD 5010) Language Systems (SFTD 5110) Clinical Practicum I (SFTD 5210) Doctoral Seminar (SFTD 5000)
Winter	Systemic Family Therapy II (SFTD 5020) Thinking Systems (SFTD 5120) Clinical Practicum II (SFTD 5220)
Summer	Clinical Practicum III (SFTD 6210) Elective Elective

Students register for the first two systemic family therapy courses in the first year, and they register for two systems studies classes. Students who take the Introduction to Systems Theories class in the fall shall register for the Thinking Systems class in the winter and for Language Systems in the fall of the second year. Students who have no required orientation courses may register for Research Strategies I and II in the first year, taking a 13-hour schedule in the fall term and a 12-hour schedule in the winter term. Students usually use the summer of the first year to register for electives and prepare for the Preliminary Examination, the first comprehensive evaluation of students' work by the faculty. Clinical practicums continue in the summer.

Preliminary Examination

Prior to registering for the second year, students are examined by faculty for overall progress in the program. Staff members assemble copies of all practicum and writing evaluations in all courses

of students in the first year. Also, students write self-evaluations using the clinical and writing standards above. The practicum, writing, and self-evaluations on each student are distributed to a panel of two faculty members who review the documents and meet with the student to discuss his or her progress and future in the program. Difficulties and successes will be reviewed and the panel will recommend: that the student pass into the second year or that he or she attend a facultywide review of the student's status in the program. This review may produce one of the following recommendations: provisional continuation in the program, contingent upon specified requirements being met, or dismissal from the program.

Second Year

Students who register for 9 hours per term have the following schedule in the second year:

Fall	Systemic Family Therapy III (SFTD 5030) Research Strategies I (SFTD 5410) Clinical Practicum IV (SFTD 6220)
Winter	Systemic Family Therapy IV (SFTD 5040) Research Strategies II (SFTD 6410) Clinical Practicum V (SFTD 6230)
Summer	Clinical Practicum VI (SFTD 6240) Supervision and Teaching (SFTD 6310) Elective

Students who are accelerating their program by taking 12 hours per term may add more electives, and, if they have completed Research I and II in the first year, they may register for Advanced Topics in Research and Research Practicum in the second year.

Qualifying Examination

Prior to registering for the third year, students are again examined by faculty for overall progress in the program. The qualifying examination consists of faculty review of the student practicum, writing, and self-evaluations; and faculty review of a student-written publishable quality paper. First, in the summer of the second year, staff members assemble copies of all practicum and writing evaluations of students. Students write self-evaluations using the clinical and writing standards above. The practicum, writing, and self-evaluations are distributed to faculty. Faculty review the documents along with the qualifying examination paper (described below) and may request to meet with the student to discuss his or her progress and future in the program. Students may also request to meet with faculty. Difficulties and successes will be reviewed and the faculty will recommend either that the student pass into the second year or that the student attend a facultywide review of the student's status in the program. This review may produce one of the following recommendations: provisional continuation in the program, contingent upon specified requirements being met, or dismissal from the program. Also, if a student intends to apply for Supervision Practicum or Teaching Practicum, then the student submits the applications for the practicums at the time of the qualifying examination.

Second, students demonstrate their competence in professional writing through a qualifying examination paper. This test provides constructive feedback on an original, creative, publishable-quality paper. Faculty review new qualifying examination papers once per year, in the summer. Some students are asked to revise their papers. Revisions are reviewed in the next winter term. For initial submission, students present four copies of the paper and a letter indicating a family therapy journal and professional audience for which the paper would be suitable. The paper should have a maximum of 25 pages of text, exclusive of title, abstract, and reference pages. Papers should be

written in American Psychological Association style. Papers may be case studies, research reports, theoretical essays, or professional issue position papers. Students who write case studies shall preserve videotapes or detailed case notes. Students who write research reports shall preserve research protocols, informed consent releases, and original data.

Before writing a qualifying examination, students are encouraged to show a paper abstract and a detailed outline to faculty for feedback. However, faculty may not review drafts of text. When submitted, each paper shall be reviewed for basic relevance and legibility by the academic office. If unacceptable, the paper shall be returned to the student and the submission shall count as a failure. If acceptable as a qualifying examination, the paper shall be forwarded without title page for blind review by three faculty members.

Faculty members shall evaluate each paper for grammatical and style correctness, clarity of expression, scholarship, originality, and substance of contribution. The scores of all faculty shall be averaged. Students who receive an average score of 4 or greater shall have passed the examination and shall have their papers placed in the School library. Some papers with scores more than 4 may require minor corrections. Only a corrected final version is placed in the School library. Students who pass the examination may begin work on their dissertation projects. Completion of the qualifying examination and all second-year courses means that a student is a candidate for the doctoral degree.

Students who receive an average score greater than 2 but less than 4 have the opportunity to resubmit the paper. Students shall receive all faculty evaluation sheets, as well as faculty remarks on the papers. Students may also meet with faculty reviewers to receive constructive suggestions. If a student revises and resubmits a paper, he or she will also turn in the marked papers and evaluation sheets from previous submissions. The faculty who initially reviewed the paper will review it again.

Students who receive an average score less than 2 have failed the examination. After an initial failure, students meet with the faculty to determine a corrective course of action. Faculty may require students to receive additional writing training or pursue additional study. Usually, failed papers shall be completely rewritten. When students are prepared to submit a new paper, they submit the paper to the office for initial review of grammar and style. New faculty shall be assigned to review the paper. If a student fails the process a second time, he or she is dismissed from the doctoral program.

Application for Supervision Practicum

At the end of the second year and the successful completion of Practicum VI and the Supervision and Teaching course, students who wish to enter Supervision Practicum may apply to the faculty. Supervision Practicum provides students with opportunities to supervise beginning clinicians and to receive supervision of supervision from faculty. Students considering careers in teaching or supervising in training programs are advised to apply for Supervision Practicum. Supervision Practicum students may be assigned to supervise beginning clinicians at Family Therapy Associates and may supervise interns at approved off-campus sites. Supervision Practicum will involve students in 4 to 5 hours of supervision each week for one semester. Students shall receive supervision of supervision from faculty. Students who register for Supervision Practicum may use the course to fulfill some of the requirements to become an AAMFT Approved Supervisor. Students who do not wish to register for Supervision Practicum or who are not accepted into it shall register for a preferred elective.

To apply for Supervision Practicum, each student shall write a statement of what was learned through clinical practicums and the Supervision and Teaching course. Applicants shall use the standards under "Clinical Requirements" and write their self-evaluation of learning in each area of

therapy foundations, professionalism, clinical pragmatics, integration of theory and practice, and teamwork. Applicants shall also specify goals for supervision of supervision, identifying specific objectives to accomplish in supervision training. Faculty shall read the student's written statement on learning and goals, shall review previous practicum evaluations, and then shall make a recommendation to the full faculty on the student's application for Supervision Practicum. Criteria for acceptance shall include accuracy and self-awareness in self-evaluation; appropriate objectives for supervision training; and demonstration of superior quality in clinical work.

Application for Teaching Practicum

After the completion of the second year and the Supervision and Teaching course, students may seek admission into Teaching Practicum. In Teaching Practicum, students assist in the instruction of family therapy students or in the instruction of undergraduate behavioral science or family studies students. Also, students may arrange a Teaching Practicum at a family therapy training institute.

To apply for Teaching Practicum, students first identify the course or courses in which they wish to teach. They then obtain a memo from an instructor indicating the instructor's willingness to work with the student and a job description of student teaching responsibilities. The student shall prepare a statement on the student's academic preparation for instruction in this course and shall identify the student's own learning goals for the teaching practicum. Faculty will then review the documents and make a recommendation on the application. If accepted, the student will attend a monthly inservice seminar on course instruction. Criteria for acceptance shall include appropriateness of course; demonstration of significant student responsibility in job description; demonstration of sufficient academic preparation for course instruction; and appropriateness of learning goals.

Third and Fourth Years

Students who register for nine hours per term and who are admitted to both Supervision and Teaching Practicums may have the following schedule for the third and fourth years:

Third Year

Fall	Advanced Topics in Research (SFTD 6430) Supervision Practicum (SFTD 6320) Elective
Winter	Research Practicum (SFTD 7350) Supervised Teaching Practicum (SFTD 7360) Elective
Summer	Dissertation (SFTD 6900) Elective

Fourth Year

Fall	Dissertation (SFTD 6900)
Winter	Dissertation (SFTD 6900)

Students generally spend a year writing the dissertation. Students who begin their research training the first year and who complete the necessary prerequisites (see below) may be able to begin the dissertation in the fall of the third year. Students who add specializations or other electives may have more individualized schedules for their third and fourth year.

Application for Dissertation

After completion of the preliminary and qualifying exams and all second-year courses noted above, students may apply for dissertation courses. Students apply for dissertation by preparing a statement of intent and by obtaining the willingness of a faculty member to serve as chair of the Dissertation Committee. The statement of intent shall define the topic or question of study and should outline a method of inquiry appropriate to the research. The statement shall be written in APA style and include no more than five pages. The student shall then obtain a written memo from a faculty member indicating that the faculty member has read the statement of intent and agrees to serve as chair.

Then, the student assembles a Dissertation Committee with the direction and approval of the chair. Committee members may be drawn from faculty from the Department of Family Therapy, other programs in the School of Social and Systemic Studies, other centers of Nova University, or other universities and institutions. The chair and at least one other committee member shall be from the Department of Family Therapy. The committee shall convene to approve or modify the student's statement of intent. Once the statement of intent has been accepted, the members of the committee sign a form that indicates their willingness to assist the student in the dissertation. Students may then register for dissertation credits. Students registering for dissertation shall register for at least 3 semester hours of dissertation in each semester, and they shall register for at least 12 credit hours of dissertation prior to graduation.

Once the committee has accepted the concept of the dissertation, each student prepares a dissertation proposal that contains a statement of the question or problem, a literature review, and outline of the research methodology to be used. The dissertation proposal is then reviewed by the committee and formally defended by the student. If the proposal is accepted, students begin the research and writing of the dissertation.

Throughout the research and writing of the dissertation, students work closely with the chair. As the writing proceeds, students provide rough drafts to committee members for their review. When students have completed the research and written the results, they then defend the dissertation before the doctoral committee. Other students and faculty are invited to the final defense of the dissertation. If the dissertation is approved, the committee members sign an approval form. The student then includes the approval form in the dissertation, has the dissertation copied and bound, and presents four bound copies of the dissertation to the academic office. The chair then reviews the bound copies of the dissertation and, if they are acceptable, signs copies for the student, the chair, the University library, and the School library. With the filing of the chair-approved copies of the bound dissertation, students shall have completed the academic requirements of the degree of doctor of philosophy of family therapy. The program office will then send an application for graduation form to the student. Further details about the dissertation process are documented in the published Dissertation Guidelines.

Postgraduate Study

Many graduates study various specializations, such as family systems medicine and family mediation. Also, some take courses in other departments of Nova University, such as women's studies, liberal arts, and child development. Ph.D. students may, with faculty approval, concurrently register for postgraduate specialization courses. Ph.D. students shall separately apply for specialization programs and may credit only approved specialization courses to the doctoral degree.

Course Descriptions

SFTD 5000 - Doctoral Seminar

General orientation to doctoral study. Students learn research, writing, and library skills necessary for authoring papers in doctoral courses. This course is required for the first term and may be repeated in future terms.

SFTD 5005 - Introduction to Marriage and Family Therapy

Review of the history of marriage and family therapy and of the clinical approaches of interactional therapies. Focus on learning basic counseling concepts and skills. Offered in summer.

SFTD 5006 - Introduction to Systems Theories

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of theories from cybernetics to language studies. Offered in fall.

SFTD 5007 - Research in Marriage and Family Therapy

Review of quantitative, qualitative, and narrative methods of inquiry. Focus on the use of research in the development of family therapy theories, practices, and professions. Offered in winter.

SFTD 5300 - Legal, Ethical, and Professional Issues

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs. Offered in fall.

SFTD 5010 - Systemic Family Therapy I

The systemic therapies will be studied in the wider context of nonsystemic and related therapies. Structural, strategic, psychoeducational, and family of origin approaches will be reviewed as well as the interactional and linguistic approaches discussed in SFTD 5020 and SFTD 5030. *Prerequisite: Introduction to Marriage and Family Therapy (SFTD 5005) or equivalent.* Offered in fall.

SFTD 5020 - Systemic Family Therapy II

Study of those systemic therapies oriented to the social organization of communication, emphasizing the work of the Mental Research Institute and current developments such as solution-focused therapies. *Prerequisite: Systemic Family Therapy I (SFTD 5010).* Offered in winter.

SFTD 5030 - Systemic Family Therapy III

Study of those systemic therapies oriented to the meaning expressed in communication, emphasizing the work of the Milan team and current developments such as the reflecting team. *Prerequisite: Systemic Family Therapy II (SFTD 5020).* Offered in fall.

SFTD 5040 - Systemic Family Therapy IV

The complexities and subtleties of language and the art of therapeutic implication will be studied with a focus on the student's own clinical style. The work of Milton Erickson will serve as a primary resource. *Prerequisite: Systemic Family Therapy III (SFTD 5030).* Offered in winter.

SFTD 5110 - Language Systems

Study of types of language-based systems used to communicate meaning and coordinate action: philosophies and literatures, therapies and sciences, and families and cultures. Describe and critique language systems using constructivism, social constructionism, poststructuralism, and feminism. *Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.* Offered in fall.

SFTD 5120 - Thinking Systems

Study of systemic theory, particularly the ideas of relationship, difference, and contexts. Emphasizes the ideas of Gregory Bateson. *Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent.* Offered in winter.

SFTD 5210 - Clinical Practicum I

Supervised clinical work in systemic therapy. Offered in fall. (To be taken concurrently with SFTD 5010.)

SFTD 5220 - Clinical Practicum II

Supervised clinical work in systemic therapy. Offered in winter. (To be taken concurrently with SFTD 5020.) *Prerequisite: Clinical Practicum I (SFTD 5210).*

SFTD 6210 - Clinical Practicum III

Supervised clinical work in systemic therapy. Offered in summer. *Prerequisite: Clinical Practicum II (SFTD 5220).*

SFTD 6220 - Clinical Practicum IV

Supervised clinical work in systemic therapy. Offered in fall. (To be taken concurrently with SFTD 5030.) *Prerequisites: Clinical Practicum III (SFTD 6210) and Legal, Ethical, and Professional Issues (SFTD 5300).*

SFTD 6230 - Clinical Practicum V

Supervised clinical work in systemic therapy. Offered in winter. (To be taken concurrently with SFTD 5040.) *Prerequisite: Clinical Practicum IV (SFTD 6220).*

SFTD 6240 - Clinical Practicum VI

Supervised clinical work in systemic therapy. Offered in summer. *Prerequisite: Clinical Practicum V (SFTD 6230).*

SFTD 6310 - Supervision and Teaching

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction. *Prerequisites: Clinical Practicum V (SFTD 6230) and instructor permission.* Offered in summer.

SFTD 6320 - Supervision Practicum

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies. Students receive supervision of their supervision of others. Students may repeat the course for credit. *Prerequisite: Supervision and Teaching (SFTD 6310) and faculty approval.* Offered in fall.

SFTD 7360 - Teaching Practicum

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field. May be repeated for credit. *Prerequisites: Supervision and Teaching (SFTD 6310) and faculty approval.*

SFTD 5410 - Research Strategies I

An examination of different methods appropriate for the formal study of systemic family therapies, including discourse analysis, frame analysis, and ethnography. *Prerequisite: Research in Marriage and Family Therapy (SFTD 5007) or equivalent.* Offered in fall.

SFTD 6410 - Research Strategies II

An examination of diverse methods appropriate to the formal study of systemic family therapies, including hermeneutics, rhetorical and narrative analysis, and interpretive ethnography. *Prerequisite: Research Strategies I (SFTD 5410).* Offered in winter.

SFTD 6430 - Advanced Topics in Research

Advanced topics relevant to systemic family therapy research, including research proposal writing for the qualifying examination. (May be repeated for credit.) *Prerequisite: Research Strategies II (SFTD 6410).* Offered in fall.

SFTD 7350 - Research Practicum

Directed research projects relevant to systemic family therapy research. (May be taken concurrently with SFTD 5410, SFTD 6410, and/or SFTD 6430 and may be repeated for credit.) Offered in winter.

SFTD 6520 - Diversity in Human and Family Development

Review human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focus on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies. Offered in fall.

SFTD 7301 - Assessment in Marriage and Family Therapy

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Offered in summer.

SFTD 7302 - Personality Theories and Psychopathology

Review of major theories of personality theory and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Offered in summer.

SFTD 7310 - Individual and Group Psychotherapy

Review of major theories of psychotherapy, emphasizing psychodynamic, behavioral, humanistic, and cognitive approaches. Exploration of individual and group techniques from each approach. Investigation of theories of personality upon which the psychotherapies are based. Comparison of these ideas with interactional theories. Offered in winter.

SFTD 7311 - Human Sexuality and Gender

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models. Offered in summer.

SFTD 6530 - Advanced Topics in Systemic Studies

An advanced examination of the application of systemic understanding to a variety of topics. (May be repeated for credit.)

SFTD 6540 - Advanced Topics in Systemic Family Therapy

Advanced topics relevant to the field of systemic family therapy. (May be repeated for credit.)

SFTD 6900 - Dissertation

The development, writing, and defense of the dissertation. When approved, students register for at least 3 credits per term for a minimum of 12 credits. *Prerequisites: Systemic Family Therapy IV (SFTD 5040), Language Systems (SFTD 5110), Thinking Systems (SFTD 5120), Research Strategies II (SFTD 5420), Clinical Practicum VI (SFTD 6240), successful completion of qualifying examination, and Dissertation Committee approval.*

The Certificate in Systemic Family Therapy

For those with graduate degrees in family therapy and related fields, the Department of Family Therapy offers programs for initial training, advanced practice, and specialization in systemic and family therapies. The department offers an organized, integrated sequence of postgraduate study in the Systemic Family Therapy Certificate Program. As part of the certificate program, students may apply for specializations in Family Systems Medicine, Family and Business, Systemic Family Therapy Supervision, and Systemic Clinical Practice. Also, qualified applicants may register for single courses or sequences of classes to achieve professional development goals or to fulfill the requirements of state licensing boards and national professional associations. Postgraduate studies are highly individualized and each student crafts a course plan in consultation with faculty and staff.

The Systemic Family Therapy Certificate Program is a series of four foundational courses and at least four electives which lead to a certificate in systemic family therapy. The certificate program prepares clinicians in the fundamentals of systemic therapies and provides opportunities for intensive clinical training and specialization. The foundational courses begin with introductory courses in systems theories and therapies, continue with a survey of the range of family therapy theories, and end with a course on the application of systemic theories to clinical practice. In addition to the foundational courses, students select at least four additional courses. The additional courses may be drawn from master's-level courses in ethics, assessment, human development, and practicum. With approval, qualified students may register for doctoral-level supervision training. Also, with approval, students may select courses in a professional specialization, such as Family Systems Medicine. Whatever further courses may be added, the following courses serve as a base of study (course descriptions may be found in the M.S. in Family Therapy section):

Foundational Courses

Introduction to Marriage and Family Therapy (SFTM 5320)
Introduction to Systems Theories (SFTM 5310)
Theories of Marriage and Family Therapy (SFTM 5321)
Clinical Practice in Marriage and Family Therapy (SFTM 5322)

The above courses provide a broad study of systems concepts in clinical practice. The Introduction to Marriage and Family Therapy orients students to the fundamentals of problem-focused and solution-focused therapies. Students then study systems and cybernetic ideas in Introduction to Systems Theories and learn to understand human problems as interpersonal escalations rather than psychopathologies. In Theories of Marriage and Family Therapy, students survey the range of transgenerational, symbolic-experiential, structural, strategic, Milan, narrative, and reflecting team therapies. To integrate theories into pragmatic interviewing and case planning, Clinical Practice in Marriage and Family Therapy enables students to apply systems therapies to various clinical dilemmas of divorce, school problems, family violence, substance abuse, and medical illness. With these courses, students are prepared to creatively begin to utilize systems ideas in practicums and clinical specializations.

The following section describes admission procedures. After the application process is described, successive sections will describe additional courses and specializations. While the minimum number of courses for the certificate is eight, students may elect to register for additional courses beyond the minimum. For example, with approval, students may register for more than one specialization sequence. Any additional specializations will be noted on the certificate issued to the student upon graduation from the program.

Application and Admission

Students enroll for at least 3 credit hours a semester. Taking 6 or more credit hours per semester, students can expect to complete the program in one year. With 3 credit hours per term, students complete the program in two years. Both plans include study during summer semesters. Students usually apply in the winter to begin in the summer.

Applications shall be accepted from any person with a master's degree in family therapy or related field or a clinical bachelor's degree from a regionally accredited university. Admission to the certificate program is not restricted to those who plan to practice family therapy or some other form of professionally licensed counseling. However, completion of the certificate program alone is not sufficient to practice family therapy professionally. A graduate degree is required by national credentialing associations and state licensing boards to practice family therapy. The faculty seeks qualified applicants from all genders, races, classes, cultures, age groups, and nationalities.

To be eligible for admission, applicants shall have official transcripts sent of all undergraduate and graduate course work. Applicants shall have a GPA of 3.0 for undergraduate work and graduate work. Applicants shall ask two instructors or employers to send letters of reference. Applicants also write a statement of intent for the study of family therapy and should also submit papers, job evaluations, or other samples of their academic and professional work. Applicants also pay an application fee. Finally, all applicants are interviewed by the faculty.

If admitted by the faculty, the applicant will receive an offer of acceptance. Applicants who wish to attend the program sign a letter accepting the program requirements in the program catalog at the time of admission. Applicants shall also send a nonrefundable reservation fee, which is applied to the student's first tuition payment.

Successful applicants to the certificate program may apply for student financial aid. Students should contact the financial aid office to determine eligibility, (305) 475-7300. Financial aid is not available to students who are not in the organized certificate program or in a degree program. Applicants may transfer up to 12 hours of graduate courses taken at regionally accredited universities. Courses for transfer must be substantially equivalent to program courses. Applicants apply for transfer of credit with the application for admission and submit course descriptions and syllabi for courses they wish to transfer.

Criteria for acceptance into the certificate program include a major emphasis on student interest in learning systemic theories and therapies. Applicants who have read literature on systemic concepts in therapies and who have prior experience of the practice of systemic therapies are the best prepared for admission. If the applicant experiences a sense of fit with the readings, the applicant may be a fit with the program. The second major emphasis in postgraduate admission is interviewing ability. Applicants who demonstrate significant ability to listen to others, lead conversation, and learn from dialogue will be best prepared for admission. Faculty members also seek applicants from diverse occupational, educational, intellectual, and ethnic backgrounds.

Also, applicants indicate what, if any, specializations will be included in the desired certificate program. Faculty from the specialty program will be present at admissions interviews and will separately approve admission into a specialization sequence. No course may be transferred for specialization courses.

When admitted, students attend a comprehensive orientation to the program and the University. Students may network with other students and teachers to work on clinical or research projects. New students learn about the many student services at Nova, from the microcomputer lab and the library to the academic resource center, where students receive assistance with their writing. Also, students

learn about the program clinic, Family Therapy Associates, and off-campus internship sites. All new students are encouraged to learn about course offerings in other Nova programs. For example, the liberal arts graduate program has a number of courses on culture, gender and language that would be relevant to a family therapy student. While courses in other departments or at other universities cannot be transferred into the certificate program, they can add value and depth to the certificate in systemic family therapy.

Specialization in Family Systems Medicine

The Family Systems Medicine Specialization educates therapists to work collaboratively with health care providers in medical settings, and trains health care personnel to consider social and family contexts of persons in medical treatment. The Family Systems Medicine Specialization is offered to postgraduate certificate students through the Family Systems Medicine Program of the School of Social and Systemic Studies. Program faculty and students conduct clinical research in doctor/patient/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Also, program faculty and students provide clinical services in medical settings through practicums and conjoint service projects with hospitals, medical schools, community clinics, and specialist offices.

Program faculty and students cooperate to publish research findings and clinical experiences through conferences, journals, and books. Also, faculty and students of the program contribute to the growth of family systems medicine by supporting and participating in groups like the Working Group for Family Therapists Practicing in Medical Settings. Additionally, program development will be documented in curriculums for consultation with other family therapy training programs.

Program faculty offer the specialization in family systems medicine for family therapists, social workers, counselors, nurses, psychologists, physicians, and other concerned professionals. Applicants for the specialization should have a graduate or terminal degree in their field or may be students in professional training programs. Specialty training includes classroom instruction, practicum placements, and research opportunities.

The Specialization consists of a four-course sequence. To register for the whole sequence, students shall be admitted into the certificate program and indicate the Family Systems Medicine Specialization as the choice for the four elective courses. While some students may take one or two Family Systems Medicine courses without being enrolled in the certificate program, students who wish to register for all four sequenced classes shall be enrolled for the entire certificate program. Students who represent themselves as family therapists in medical settings shall have adequate training to meet the needs of clients, colleagues, and referral sources.

The sequence includes the theory, practice, and research of family systems medicine. The specialty may be taken as an adjunct to a student's current program in family therapy, medical residency, nursing, or other graduate clinical training. Also, practicing professionals may enroll for the specialty to broaden their knowledge, increase their clinical skills, and expand professional options. Specialization courses are offered on both the masters and doctoral levels. Family Systems Medicine courses include the following:

Medical Concepts for Nonphysicians (FSMM 5300)

The course is an introduction to medicine through the investigation of medical models, terminology, and approaches used by physicians and medical specialists to diagnose and treat disease and the human condition. Students will be oriented to health care systems and settings, including hospitals, clinics, hospices, and private practices. Offered in summer.

Introduction to Family Systems Medicine (FSMM 5000 and FSMD 7000)

Exploration of psychosocial dimensions of illness and review of literature on the confluence between family therapy, systems theory, and modern medicine. (May be taken for doctoral credit.) *Prerequisite: Family Systems Medicine Coordinator approval.* Offered in fall.

Practicum in Family Systems Medicine (FSMM 5100)

Clinical seminar on transdisciplinary practice of family therapy and health care and field placements in hospitals, medical schools, community clinics, and specialist offices. *Students will work at the field placement sites for at least 8 months.* *Prerequisites: Introduction to Marriage and Family Therapy (SFTM 5320) or equivalent and Introduction to Family Systems Medicine (FSMM 5000 or FSMD 7000).* Offered in winter and summer.

Research in Family Systems Medicine (FSMM 5200 and FSMD 7200)

Application of qualitative and quantitative research methods in the clinical study of family systems medicine. Students will each complete a specific research project. (May be taken for doctoral credit.) *Prerequisites: Theories of Marriage and Family Therapy (SFTM 5321) or equivalent and Practicum in Family Systems Medicine (FSMM 5100 or FSMD 7100).* Offered in summer.

Advanced Topics in Family Systems Medicine (FSMM 5400)

Advanced examinations of the application of systemic understandings, practices, and collaborations in a number of medical areas such as cardiology, oncology, and medical rehabilitation. These examinations will include focused readings, participant observer experiences, and seminars with professionals in the specific area of study. (May be repeated for credit and may be taken for doctoral credit.) *Prerequisite: Family Systems Medicine. Requires coordinator's permission.*

Students who register for 6 credit hours per term would have the following schedule:

First summer	Introduction to Marriage and Family Therapy (SFTM 5320) Medical Concepts for Nonphysicians (FSMM 5300)
Fall	Introduction to Systems Theories (SFTM 5310) Introduction to Family Systems Medicine (FSMM 5000)
Winter	Theories of Marriage and Family Therapy (SFTM 5321) Practicum in Family Systems Medicine (FSMM 5100)
Second summer	Clinical Practice in Marriage and Family Therapy (SFTM 5322) Research in Family Systems Medicine (FSMM 5200)

In four terms, students learn systemic therapies and medical applications. The practicum course extends from the winter through the summer term. Students who wish to register for 3 credit hours per term shall complete foundational courses before registering for specialization courses. Students who transfer equivalent courses for the foundational classes shall register for the specialization courses to achieve the postgraduate certificate. All students completing the program will be awarded a Certificate in Systemic Family Therapy with a Specialization in Family Systems Medicine.

Specialization in Family and Business

The School has developed the Institute of Family and Business to study the relationship of family interactions in work and business contexts. Three separate areas of interest are contained in the Institute:

Family Business: Families working together.

Work and Family: Working parents (dual career couples); working from a home office.

Women in Business: Juggling family and work; single parenting; returning home to raise children.

In each of these, the primary concern focuses on the impact of work stress on the family and ways of preserving family relationships. Addressing these concerns involves the following: 1) courses, consulting, and workshops for families or professionals working with family/work issues; 2) counseling for families undergoing work-related stress; and 3) research projects concentrating on ways of understanding and improving family relationships in a variety of work and business contexts.

The Institute sponsors the Family and Business Specialization which trains and informs therapists and business professionals to work collaboratively in work settings with a variety of business issues. The Specialization has two primary objectives.

1. To educate therapists to consult with family businesses and other work contexts.⁴ Therapists may include family therapists, mental health counselors, social workers, psychologists, or other service providers. The consultation may be to the family directly or to business advisers working with the families.
2. To educate business advisers working with families about systems family theory. Business advisers may include accountants, attorneys, financial planners, administrators, or other business professionals.

The information will prepare business professionals to more effectively advise families, especially families or couples whose relationship problems interfere with their work. In the program, an emphasis is placed on family business, although other work contexts are addressed such as dual career couples and women in business. Research is an important component of this program. Current research projects include "Women in Family Business" and "A Coevolution of Marriage and Medicine." Students are encouraged to become involved in research projects that are tailored to their individual interests.

The Specialization in family and business welcomes applicants who have a graduate or terminal degree in their field or who may be students in professional training programs. The Specialization offers a three-course sequence with an optional advanced topic course. The Specialization may be taken as an adjunct to a student's current program in family therapy, other graduate clinical training, or business-related programs. Also, practicing professionals may enroll to broaden their knowledge and expand their options. Courses include the following:

Introduction to Family and Business (FABM 5000)

Exploration of the relationship of family systems to work contexts. The emphasis will be on "family business" with some discussion of "women in business," "dual career couples," and other work-related issues.

Research in Family and Business (FABM 5200)

Application of qualitative and quantitative methods in the clinical study of family systems business. Students will each complete a specific research project tailored to their particular interest.]

Practicum in Family and Business (FABM 5100)

Clinical seminar on developing skills in family-work therapy and consultations by using case presentations. An emphasis will be on the difference between therapy and consultation.

Advanced Topics in Family and Business (FABM 5300)

Topics will include business concepts, organizational development, women in family business, career development, and corporate consulting.

Specialization in Systemic Clinical Practice

Beyond the foundation courses, students may focus their learning on systemic clinical practice. Ethics is required before any clinical practicum. In Practicum I and II, students work on teams with faculty and other students at Family Therapy Associates. Practicum III is a field placement where the student provides 8 to 10 hours of therapy a week and returns to campus for a two-hour-per-week group supervision seminar. Certificate students specializing in Systemic Clinical Practice shall accumulate at least 200 client contact hours prior to certificate graduation. Specialization courses include the following (for course descriptions, see the section on the M.S. in Family Therapy):

Ethics:	Legal, Ethical, and Professional Issues (SFTM 6340)
Supervised	Postgraduate Practicum (SFTM 6365) (course is repeated for credit)
Clinical	Postgraduate Practicum (SFTM 6365)
Practice:	Postgraduate Practicum (SFTM 6365)

Students admitted into the postgraduate certificate program may concurrently enroll in the practice specialization, upon approval of faculty. Students who register for six credit hours per term would have the following schedule:

First summer:	Introduction to Marriage and Family Therapy (SFTM 5320) Legal, Ethical, and Professional Issues (SFTM 6340)
Fall:	Introduction to Systems Theories (SFTM 5310) Postgraduate Practicum (SFTM 6365)
Winter:	Theories of Marriage and Family Therapy (SFTM 5321) Postgraduate Practicum (SFTM 6365)
Second summer:	Clinical Practice in Marriage and Family Therapy (SFTM 5322) Postgraduate Practicum (SFTM 6365)

In four terms, students gain extensive clinical experience in systemic therapies. Students who wish to register for three credit hours per term shall complete foundation courses before registering for specialization courses. Students who transfer equivalent courses for the foundation classes shall register for the specialization courses to achieve the postgraduate certificate. All students completing the program will be awarded a Certificate in Systemic Family Therapy with a Specialization in Systemic Clinical Practice.

Specialization in Systemic Family Therapy Supervision

The specialization in supervision is a doctoral-level course sequence open to applicants who have a graduate degree in family therapy or a closely related field and who have experience in family therapy. Most applicants who seek this specialization will already have most of the foundation courses prior to application. The specialization entails advanced systemic abilities and requires proven competence in clinical work before admission. Faculty will review all candidates for the specialization for their level of preparedness.

To apply for the supervision specialization, each applicant shall prepare a written summary, in APA style, of what was learned through prior clinical training and experience. Applicants shall write their self-evaluation of learning in the areas of therapy foundations, professionalism, clinical pragmatics, integration of theory and practice, and teamwork. Applicants shall also specify goals for supervision of supervision, identifying specific objectives to accomplish in supervision training. Applicants shall also submit prior practicum work and evaluations. Faculty shall read the student's written statement on learning and goals, review previous practicum evaluations, and then make a recommendation on the student's application. Criteria for acceptance shall include accuracy and self-awareness in self-evaluation, appropriate objectives for supervision training, and demonstration of quality clinical work.

Students begin the specialization by registering for Supervision and Teaching (SFTD 6310). This course extensively covers family and systemic therapy supervision literature, reviews ethical and legal standards, and involves experiential and clinical exercises. Supervision and Teaching has been approved by the American Association for Marriage and Family Therapy Commission on Supervision. Those seeking designation as an Approved Supervisor by AAMFT may use the class to fulfill the course work requirements of the designation.

Upon completion of Supervision and Teaching (SFTD 6310), supervisors in training register for Supervision Practicum (SFTD 6320). Supervision Practicum provides supervision of supervision through case consultation, live observations, and audio- and videotape review. Supervision Practicum emphasizes excellence in systemic practice and prepares supervisors in training for leadership responsibilities in practice and agencies. The course fulfills some of the experience requirements for AAMFT designation as an Approved Supervisor. Specialization students register for at least two semesters of Supervision Practicum. The course is offered in the summer, and students register for supervision practicums in the fall and winter. Supervision students also choose an elective to complete the requirements of four elective courses for the postgraduate certificate.

Multiple Specializations

With faculty approval, students may register for multiple specializations. Foundational courses need not be repeated. When each have been completed, the student will receive a Certificate in Systemic Family Therapy with the appropriate specialization noted.

Additional Professional Courses

In addition to foundation and clinical practice classes, students may wish to add courses to fulfill personal goals and to prepare for professional credentials. Certificate students may choose courses from the following list. Registering for these courses does not lead to a specialization.

Assessment	Assessment in Marriage and Family Therapy (SFTM 6320)
Human Development	Diversity in Human and Family Development (SFTM 6331) Human Sexuality and Gender (SFTM 6332) Theories of Personality and Psychopathology (SFTM 6333)
Research	Research in Marriage and Family Therapy (SFTM 5350)
Counseling	Individual and Group Psychotherapy (SFTM 6374)

To determine if one or more of the courses is required to achieve a credential, students should call the appropriate professional group. AAMFT evaluates candidates for Clinical Membership and the Florida Board evaluates applicants for licensure as a Marriage and Family Therapist:

American Association for Marriage and Family Therapy
1100 17th Street, NW
Washington, D.C. 20036
(202) 452-0109

Florida Board of Clinical Social Work,
Marriage and Family Therapy, and Mental Health Counseling
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

Once enrolled in the postgraduate certificate program, students may register for these additional courses to fulfill certificate requirements of four elective courses beyond the foundation courses. Also, students may enroll for these courses beyond specialization training or in order to add to specialization sequences that are less than four courses in length.

Graduate Programs in Dispute Resolution

The Mediation Institute

The Nova University Mediation Institute is committed to the study, research, and practice of conflict resolution as a process for achieving improved societal relations among individuals and institutions. The goal of the Mediation Institute is to promote alternative methods for the resolution of disputes so that parties may achieve a mutuality of agreement based upon equity, rationality, and nonviolence. To that end, the Institute serves as an academic catalyst for applied research in the theory and practice of mediation and other dispute resolution methodologies.

Nova University has developed a strong national reputation for offering innovative academic programs to meet the needs of professionals in emerging fields of study. The graduate programs in dispute resolution offer an eclectic approach to the study of resolving conflicts. Instructors draw upon fields of family therapy, education, business, law, and psychology in presenting course offerings. Students obtain advanced skills and techniques necessary for the practice of dispute resolution within a myriad of professional environments.

The academic offerings of the Mediation Institute include both a graduate Certificate in Dispute Resolution and a Master's of Science in Dispute Resolution. These options are offered so that students may choose the program that best fits their educational and professional needs.

The course offerings are designed to assure that the student will learn not only the philosophical basis for the practice of ADR, but also will learn the practical, specific tools of the trade through a series of experiential opportunities. The Graduate Certificate and M.S. degree programs have been created to allow students the opportunity to merge the study of ADR with applications to a variety of relevant professional fields, including education, business, family therapy, law, and psychology.

The Mediation Institute provides dynamic and effective pedagogical approaches to ADR. The academic climate is interdisciplinary in its orientation to content and innovative in the teaching methods integrated into the curriculum. The Institute utilizes the expertise of University faculty members, as well as practicing professionals knowledgeable in conflict resolution skills and techniques. The Mediation Institute is administered by Marti I. Bonneau, Director and Assistant Professor of Dispute Resolution, and Gale R. Bouchillon, Associate Director.

Application and Admission

The Institute seeks qualified applicants from all genders, races, classes, cultures, age groups, and nationalities. Applicants should have, at a minimum, a Bachelor's degree from a regionally accredited college or university, or the foreign equivalent. Students may apply for admission to the fall or summer semesters.

To be eligible for admission, applicants must have official transcripts sent of all undergraduate and graduate course work. Applicants need to have a GPA of at least 2.5 and preferably 3.0 or greater for undergraduate work and graduate work. Applicants need to ask three instructors, employers, or professional associates to send letters of reference. Applicants must also write an admissions essay, answering the questions asked on the admissions application form. International applicants must achieve an acceptable score on the Test of English as a Foreign Language. Applicants

must also submit papers, job evaluations, or other samples of their academic and professional work. Applicants shall pay an application fee. Finally, all applicants will be interviewed by one or more members of the Mediation Institute faculty before acceptance into a program.

After all selected applicants have been interviewed, the Institute faculty will meet and decide upon admission into the graduate programs. Applicants who demonstrate achievement in their academic and professional work and who show potential for creative, innovative, and critical thinking will be the best candidates for these programs.

If admitted, the applicant will receive an offer of acceptance. Applicants who wish to attend the program will sign a letter accepting program requirements as stated in the catalog at the time of admission. Applicants will then send a nonrefundable reservation fee, which will be applied to the first tuition charged to the student.

All admissions are conditional for the first semester. During their first semester, students must complete all course work for which they register with a grade of "B" or better. Students will be reviewed by the Mediation Institute faculty and administration at the end of their first semester for full admission into a program. Criteria of acceptance will include both excellence in academic and practice work and professionalism. Students will also have demonstrated interest and ability in understanding society's need for collaborative problem solving and the application of alternative dispute resolution approaches to the settlement of conflict.

Applicants may transfer up to 9 hours of graduate courses taken at regionally accredited colleges or universities. Courses for transfer must be substantially equivalent to program courses. Students must have received a grade of "B" or higher in any course for which they are seeking transfer credit. Applicants may apply for transfer of credit with the application for admission and must submit course descriptions and syllabi for courses they wish to transfer.

Students register for class at designated days and times. Early or late registration entails additional fees. At time of registration, students must have payment or have evidence of financial aid. Students must also pay required registration fees. Students will need to take sequenced classes in the order designated by the School's curriculum. Faculty will designate a minimum and maximum number of students for each class. Each master's-level course must have at least 15 clock hours of classroom interaction for each semester hour of credit.

Students may enroll either full time or part time. Full-time students take 9 credit hours each semester and part-time students take at least 6 credit hours a semester. Taking courses full time, students can expect to complete the M.S. program in two years or the Certificate Program in one year. Part-time students can complete the M.S. program in three years and the Certificate Program in two years. Both plans include study during summer semesters. Most classes are offered evenings and weekends.

In some circumstances, students may enroll in single courses. Registration for such students, with Special Student Status, is negotiated on a person-by-person, course-by-course basis. Students wanting to register for a single course must fulfill the admissions requirements and complete the special-student application procedures. Single-course registrants may not register for more than two courses without seeking admission to the master's or graduate certificate program.

Both the M.S. and graduate certificate programs require field placement practicums. The practicum experience provides a means of evaluating student readiness for relatively independent professional work. Before beginning a practicum experience, the student shall be informed of the exact type of work expected; the conditions and expectations of the work setting; the duration and frequency of the practicum; the duration, type, and frequency of supervision; and the means by which the student shall be evaluated.

The Graduate Certificate in Dispute Resolution

The Mediation Institute's Certificate in Dispute Resolution is a series of eight courses which help to prepare professionals in the fundamentals of conflict resolution and to provide significant hands-on experience through clinical training. In presenting this course work, the Mediation Institute provides dynamic and effective pedagogical approaches to ADR. The academic climate is interdisciplinary in its orientation to content, and innovative in the teaching methods integrated into the curriculum. The Institute utilizes the expertise of University faculty members, as well as practicing professionals knowledgeable in conflict resolution skills and techniques.

The Mediation Institute's Graduate Certificate Program in Dispute Resolution is a series of eight courses which offer students the fundamentals of conflict resolution and hands-on experience through clinical training. It is intended to meet the needs of those individuals who seek introductory graduate training in Alternative Dispute Resolution (ADR). It may also be appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from an academic study of the application of ADR to their profession. Students who decide to continue their studies in ADR may apply these credit hours toward the M.S. in Dispute Resolution. The descriptions of the courses are found in the next section on the M.S. in Dispute Resolution.

Students enrolled full-time in the Certificate program will follow this course sequence:

Fall	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Non-Attorneys (ADRM 5010) Communication and Diversity (ADRM 5020)
Winter	Family Mediation (ADRM 5100) or Circuit Civil Mediation (ADRM 5110) Advanced Topics in ADR I (ADRM 5120) ADR Practicum I (ADRM 5130)
Summer	ADR Research I (ADRM 5200) Ethical and Professional Issues in ADR (ADRM 5210)

Students enrolled part-time in the Certificate program will follow this course sequence:

First Fall	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Non-Attorneys (ADRM 5010)
First Winter	Family Mediation (ADRM 5100) or Circuit Civil Mediation (ADRM 5110) ADR Practicum I (ADRM 5130)
Summer	ADR Research I (ADRM 5200) Ethical and Professional Issues in ADR (ADRM 5210)
Second Fall	Communication and Diversity (ADRM 5020)
Second Winter	Advanced Topics in ADR I (ADRM 5120)

The M.S. in Dispute Resolution

The M.S. in Dispute Resolution is an extension of the graduate certificate designed for the graduate student seeking an intensive study of the field of conflict resolution. The degree program focuses on pragmatic approaches to solving problems inherent in human relationships. Students are exposed to a wide array of techniques and strategies for helping others to achieve nonviolent, non-litigious solutions for conflicts that arise in many personal and professional environments. The course of study includes a strong emphasis on clinical practice, with supervised practicum experiences in various professional settings. The M.S. degree program consists of a 15-course (45 credits) sequence that includes alternative dispute resolution theory, practice, and research. Students enrolled full time in the M.S. program will follow this course sequence:

First Fall	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Nonattorneys (ADRM 5010) Communication and Diversity (ADRM 5020)
First Winter	Family Mediation (ADRM 5100) or Circuit Civil Mediation (ADRM 5110) Advanced Topics in ADR I (ADRM 5120) ADR Practicum I (ADRM 5130)
First Summer	ADR Research I (ADRM 5200) Ethical and Professional Issues in ADR (ADRM 5210)
Second Fall	Consultation (ADRM 6000) Negotiation and Conciliation (ADRM 6100) or Arbitration and Ombudsmanship (ADRM 6110) Elective
Second Winter	Advanced Topics in ADR II (ADRM 6120) ADR Practicum II (ADRM 6130) Elective
Second Summer	ADR Research II (ADRM 6200) Comprehensive Examination

Students enrolled part time in the M.S. program will follow this course sequence:

First Fall	Introduction to Alternative Dispute Resolution (ADRM 5000) Legal Concepts for Nonattorneys (ADRM 5010)
First Winter	Family Mediation (ADRM 5100) or Circuit/Civil Mediation (ADRM 5110) ADR Practicum I (ADRM 5130)
First Summer	ADR Research I (ADRM 5200) Ethical and Professional Issues in ADR (ADRM 5210)

Second Fall	Communication and Diversity (ADRM 5020) Consultation (ADRM 6000)
Second Winter	Advanced Topics in ADR I (ADRM 5120) ADR Practicum II (ADRM 6130)
Second Summer	Elective
Third Fall	Negotiation and Conciliation (ADRM 6100) or Arbitration and Ombudsmanship (ADRM 6110) Elective
Third Winter	Advanced Topics in ADR II (ADRM 6120)
Third Summer	Research II (ADRM 6200) Comprehensive Examination

Course Descriptions

ADRM 5000 - Introduction to Alternative Dispute Resolution Methods

A survey of the history of and philosophical basis for dispute resolution. Students will also gain a basic understanding of ADR specific skills and techniques applicable to problem solving in work, community, and personal environments. *Prerequisites: none.* Offered in fall.

ADRM 5010 - Legal Concepts for Non-Attorneys

An introduction to law and legal processes, as they relate to ADR, through the examination of legal philosophies, practices, language, and systems. *Prerequisites: none.* Offered in fall.

ADRM 5020 - Communication and Diversity

A study of language and discourse systems, theories, and practices in conflict resolution, and how this communication is shaped by contexts of race, class, gender, and culture. *Prerequisites: none.* Offered in fall.

ADRM 5100 - Family Mediation

Exploration of family mediation and how it offers a family the opportunity to resolve divorce-related issues including custody, alimony, property settlement, visitation, and postdivorce modifications outside the stress of the courtroom setting. *Prerequisites: ADRM 5000 and ADRM 5010.* Offered in winter.

ADRM 5110 - Circuit/Civil Mediation

Examination of circuit civil mediation approaches used to settle nondomestic cases involving such issues as personal injury, medical malpractice, contracts, construction, real estate, and product liability. *Prerequisites: ADRM 5000 and ADRM 5010.* Offered in winter.

ADRM 5120 - Advanced Topics in ADR I

Application of dispute resolution methods in specific professional contexts such as education, business, and law. *Prerequisite: ADRM 5000.* Offered in winter.

ADRM 5130 - ADR Practicum I

Introductory supervised clinical work in alternative dispute resolution. *Prerequisite: ADRM 5000.* *Corequisite: ADRM 5100/5110.* Offered in winter.

ADRM 6130 - ADR Practicum II

Advanced supervised clinical work in alternative dispute resolution. *Prerequisite:* ADRM 5130. Offered in winter.

ADRM 5200 - ADR Research I

An examination of different qualitative and quantitative methods appropriate for the formal study of the processes and outcomes of alternative dispute resolution approaches. *Prerequisite:* ADRM 5000. Offered in summer.

ADRM 6200 - ADR Research II

An applied and directed research experience in which participants produce a project relevant to their study of alternative dispute resolution. *Prerequisite:* ADRM 5200. Offered in summer.

ADRM 5210 - Ethical and Professional Issues in ADR

Explanation of certifications and organizations and the ethical codes they promote; review of alternative dispute resolution professionals' legal and moral responsibilities and liabilities; overview of professional opportunities in public service and private practice. *Prerequisites:* ADRM 5010 and 5100/5110. Offered in summer.

ADRM 6000 - Consultation

An examination of consultation, as used by ADR professionals, through the exploration of various consultation models such as process, third-party, expert, and systemic approaches. Students will also be oriented to the ways in which consultants establish, market, and expand their professional practices. *Prerequisites:* ADRM 5100/5110. Offered in fall.

ADRM 6100 - Negotiation and Conciliation

A study of negotiation and conciliation through the examination of the critical skills needed to be an effective competitive and collaborative or "win-win" negotiator, as well as the skills of a competent facilitator and moderator. *Prerequisite:* ADRM 5000. Offered in fall.

ADRM 6110 - Arbitration and Ombudsmanship

A comparison of mediation with other ADR approaches, including an analysis of the elements and dynamics of the mediation process; an exploration of binding and non-binding arbitration; a study of the investigative and fact-finding styles of ombudsmen. *Prerequisite:* ADRM 5000. Offered in fall.

ADRM 6120 - Advanced Topics in ADR II

Advance application of dispute resolution methods in specific professional contexts such as education, business, and law. *Prerequisite:* ADRM 5120. Offered in winter.

Family Therapy Associates

Family Therapy Associates (FTA), a family therapy facility, serves a dual purpose in the community. As a clinical practicum and internship site for the graduate programs in family therapy, the School of Social and Systemic Studies organizes Family Therapy Associates to provide graduate students with training and actual experience in systemically oriented models of therapy. As a community resource, FTA is a professional agency offering therapeutic assistance to families, couples, and individuals in need of assistance in solving dilemmas or who find themselves confronting difficult life situations. Operating as a nonprofit organization, the School receives public funds from the Florida Department of Health and Rehabilitative Services and through the Children's Services Board of Broward County.

As the recipient of three large grants, FTA is a major provider of therapeutic services to families in the Broward County area. The combined level of funding within the various grant programs enables approximately 800 families to participate in therapy each year. Family Therapy Associates is also unique in that two programs are funded to provide home-based family therapy services. The staff at FTA consists of administrative staff and doctoral students who work on a part-time basis within the center. Supervision is provided by FTA staff and by the School's faculty.

Special Client Populations Served

Intensive Family Counseling. This exploratory program offers training and experience working with adjudicated and delinquent youth and their families. This project has a strong research component designed to assess rates of recidivism for youth whose families participate in therapy as part of the youth's probation program.

People With AIDS Family Project. The People With AIDS Family Project provides special services to persons with AIDS (or those diagnosed HIV-positive) and their loved ones. The student therapist who chooses to work in this project will find the experience of working with AIDS-related crises both rewarding and challenging. The multidimensional complexity of coordinating care with many different service agencies to enhance therapy is the embodiment of an interactional approach.

Court-Mandated Therapy Program. This project is a joint effort between the Family Judicial Division of the Broward County court system and Family Therapy Associates. This program was developed to identify and assist families or couples who are struggling inordinately with issues involving custody, visitation, and settlement following separation or divorce. Working in this program will provide the student therapist with an excellent opportunity to develop skills blending legal and therapeutic concerns.

Juvenile Arbitration Program. A therapy program initiated by the Court Mediation and Arbitration Division of the Circuit Court of Broward County to offer an alternative resource for youths charged with a first offense or misdemeanor. The therapeutic focus is on preventing further legal involvement through strengthening the family's own ability to address and manage life situations. This training experience incorporates in the therapeutic process aspects of crisis intervention and prevention and a focus on identifying and utilizing untapped family resources.

Women In Distress Family Project. This program, located at the Outreach Center of Women In Distress, offers therapeutic services to battered women and their children. The broader perspective of family therapy adds an important component to the services offered by the shelter. The student therapist gains experience working with the problem of family violence in conjunction with a shelter facility.

Children's Medical Service. Therapeutic assistance is requested by public and private medical facilities for families and individuals facing serious medical situations. Services are requested for a variety of issues: management of diabetes and other severe illnesses, eating disorders, issues of compliance to treatment plans, long-term care of a chronically ill family member, and death and dying issues.

Student Placement at Family Therapy Associates

All students in degree programs serve clients at FTA within their clinical practicums. Students work with faculty supervision on treatment teams and with faculty consultation on cases seen outside teams. Students are responsible for all clinic policies, as outlined in the Practicum and Internship Handbook.

Students may apply for internship positions in one or more of the clinic programs. Internship at FTA includes supervision by clinic staff and administrators. Internship is a 10- to 20-hour-per-week commitment for at least 8 months.

Doctoral students who have demonstrated competence in systemic therapies may apply for half-time staff positions at FTA. The students become student employees of the University and work directly for the clinic administrator.

Student Services

Einstein Library

The Nova University Einstein Library is located on the first floor of the Parker Building on the main campus. The library is open Monday through Thursday 8:30 a.m. to 11:00 p.m.; Friday 8:30 a.m. to 9:00 p.m.; Saturday 9:00 a.m. to 5:00 p.m.; and, Sunday 1:00 p.m. to 8:00 p.m. In addition to books and periodicals, the library offers extensive reference database searching on local CD-ROM and long-distance information vendors. The library has an efficient book and article ordering system.

Academic Support Center

The Academic Support Center of Nova College is open to graduate students from the School of Social and Systemic Studies. The ASC offers individualized assistance, computer-assisted instruction, and workshops. Students may receive assistance on spelling, punctuation, grammar and usage, APA style, essay organization, and research projects. The ASC is located in the Parker Building, rooms 241 and 243. Walk-ins are welcome at the ASC. Appointments are recommended to ensure prompt assistance. Call (305) 475-7479 or (305) 476-8926.

MicroLab

The Office for Computer and Information Technology sponsors a range of services known as the MicroLab. The MicroLab maintains a comprehensive software collection for student and faculty use. Students may use the software in completing course requirements. Applications include the following:

Word processors	Electronic dictionaries	Grammar checkers
Electronic thesaurus	Databases	Spreadsheets
Statistical analyses	Telecommunications	Desktop publishing

Lab monitors are available to help students familiarize themselves with the programs and to assist students as needed. IBM, Apple, and Macintosh formats are supported. Also, through the UNIX network of the University, students may access an Electronic Classroom, international electronic mail, databases, writing aids, and many other professional programming and computing tools.

Services of the MicroLab are available 7 days a week. The lab is open from morning until late evening during the week and for shorter periods on the weekends. The lab is in the Parker Building, south end of the first floor. Call (305) 475-7463 for current services and hours.

Information Retrieval Service

The Information Retrieval Service (IRS) has computer access to more than 400 databases, including many social and behavioral science databases, such as PsycINFO, Sociological Abstracts, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 260 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums and other projects. The IRS also may obtain information from NEXIS, a system that allows access to newspapers, magazines, and wire services. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from IRS free of charge. Call (305) 475-7388 for further information.

Financial Aid

To assist the greatest number of students in meeting the direct and indirect costs of their education, Nova University provides several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, and employment opportunities including work study programs. A number of programs of financial aid are administered through Nova's Office of Student Financial Aid. These programs include veterans' benefits, Guaranteed Student Loans, Health Education Assistance Loans, National Direct Student Loans, and the College Work-Study Program. Students interested in these forms of financial aid should contact the Office of Student Financial Aid for information, application materials, and deadlines:

Nova University
Office of Student Financial Aid
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7411 or toll free (800) 541-6682, Ext. 7410

Veterans' Benefits

The Office of the University Registrar oversees the processing of veterans' benefits. The degree programs offered through the School of Social and Systemic Studies are approved for veterans' benefits. For additional information concerning veterans' benefits, the VA representative may be contacted at:

Nova University
Veterans' Affairs
Office of the University Registrar
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5685 or toll free (800) 541-6682, Ext. 5685

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact:

Nova University
International Student Adviser
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5695 or toll free (800) 541-6682, Ext. 5695

Housing

All full-time students are eligible for on-campus housing. Furnished apartments are available for graduate students, who may choose from among single, shared single, double, or quad accommodations in either a one- or a two-bedroom apartment. Interested students are invited to obtain further information from:

Nova University
Office of Residential Life
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7052 or toll free (800) 541-6682, Ext. 7052

Academic and Financial Policies

Catalogs and Handbooks

All enrolled students shall receive copies of School catalogs and handbooks that outline all requirements, policies, procedures, and information relevant to their study. Copies of the most recent catalogs and handbooks are available from the academic office.

Admissions

Training programs specify admissions criteria for applicants. The School welcomes applications from qualified candidates, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. To enable faculty to determine an applicant's readiness for a program, each applicant shall submit the following:

- A signed application, with fee, noting all relevant educational, occupational, and volunteer service history.
- Transcripts of prior academic work at regionally accredited colleges and universities.
- Letters of reference from colleagues, supervisors, or instructors, not family, friends, or service providers. Letters shall specifically evaluate the candidate's potential for clinical work and for scholarship.
- Samples of academic writing, job evaluations, or other examples of scholarly or professional capability. Writing samples shall give evidence of correct grammar and style, clear expression, and accurate research. Job evaluations shall give evidence of respectful interactions with clients, professionalism, pragmatic planning ability, and integration of theory into practice.
- An essay that states the intent of the applicant for the course of study. Essays shall demonstrate accurate understanding of the program to which the applicant is applying. Essays shall also answer any other questions posed by faculty.

After signed and completed applications have been received, applicants shall be evaluated for eligibility for faculty interview. Eligibility criteria include attainment of minimum academic or professional experience, appropriate motivation for graduate school, and willingness and ability to complete a full training program. Eligible applicants shall be recommended for faculty interview.

When recommended for a faculty interview, applicants shall meet with the faculty at a designated place and time. Phone interviews are acceptable for out-of-state applicants, but face-to-face interviews are recommended. Faculty shall interview applicants for their prior knowledge and experience in the area of the training program and for their potential for further training. Each program designates criteria and priorities in selection of applicants.

After faculty interviews and receipt of all required admissions documentation, applicants shall be informed that they have been accepted, rejected, or placed upon a waiting list. Accepted applicants shall have 30 days to notify the School of their intent to attend or not to attend a program. Students declaring their intent to attend shall sign a letter of matriculation (see below) and shall forward a reservation fee, applicable to first semester's tuition, to hold a position in the next entering class. Students on a waiting list shall be notified whether a position has become available. Students who do not enter the program during the year of admission may reapply within one year without submitting new documentation. Reapplications after one year must include all new documentation.

All admissions are conditional for the first semester. During their first semester, students shall complete all course work for which they register with a grade of "B" or better. Students shall be reviewed by the faculty at the end of their first semester for full admission. Criteria for full

acceptance shall include excellence in academic and clinical work; professionalism and respect in interaction with clients, students, and faculty; and demonstrated creativity, innovation, and leadership. Students shall also have demonstrated interest and ability in understanding human problems and applying clinical solutions from systemic perspectives. Faculty shall review student grades, evaluations of their papers, and, if available, practicum evaluations. Applicants may continue in conditional admission for a second semester. Applicants who have not been fully admitted after a second semester may not continue in the program.

Admission to one program in the School does not constitute admission to any other program in the School. Each program has separate admission standards. Students may not concurrently enroll in both master's and doctoral programs. Upon completion of a required master's, students may apply for doctoral study. Students may concurrently enroll in degree and certificate programs, provided that the certificate program does not interfere with the degree program.

Nondiscrimination

Nova University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Matriculation

After an offer of acceptance has been tendered to an applicant, the applicant becomes a student (i.e., matriculates) with a signature upon an acceptance of admission form. Each applicant shall receive a copy of the current catalog and shall sign a statement of acceptance of all policies and procedures indicated in that catalog. The catalog in force at time of matriculation shall govern the student's participation in a program. Any subsequent changes in the catalog by program faculty or administration shall not be required of matriculated students and may be voluntarily accepted by them through signing an acceptance of policy changes.

Residency and External Programs

All degree programs are offered in Broward County, Florida, at campuses and facilities of Nova University. Master's students are required to attend on-campus programs one to two days a week. Doctoral students are required to attend on-campus programs at least two days a week. Students who do not live in the Broward area shall make arrangements to relocate or to commute to campus facilities. Certificate and postgraduate programs may be offered at locations external to the University.

Degree-seeking students who complete all required classroom course work and designated initial practicums may request out-of-area field placements for internships. All such field placements must be evaluated by the faculty, through written documentation and/or site visits. If a site visit is required, the student shall bear the cost of transportation. The contract for the placement must include means by which the both the supervisor and the student shall have regular contact with a designated practicum instructor, as well as provide clear guidelines to be used for student evaluation.

Doctoral students who complete all required classroom course work and practicums may request out-of-area placement for dissertation completion. Doctoral students shall state a clear plan for sufficient contact with the doctoral committee in the dissertation application. All formal defenses of dissertation proposals and completed dissertations shall occur in local Nova University facilities.

Transfer of Credit / Courses at Other Universities

Each program specifies the amount and type of transfer credit allowed. However, each course being evaluated must meet all of the following criteria:

1. It is a graduate-level course equivalent in content to a program course
2. It has been taken at a regionally accredited university
3. A grade of "B" or better was received
4. It was completed within the last seven years.

A request for approval of transfer credit should be submitted to the program office with the following minimum information:

1. An official transcript from the institution where the course was taken
2. Course descriptions and syllabi
3. Other information as requested.

After admission, students may not register for courses at other universities for credit in degree or certificate programs without faculty approval. In extreme situations, faculty may approve, on a case by case basis, courses taken at other universities during the degree program. In no case shall more than two courses taken at other universities be credited toward degree or certificate programs.

Class Registration / Adding and Dropping Classes

Students register for class at designated days and times. There is no early registration. Late registration entails additional fees. All students receiving instructional services must be officially registered for those services by having a student transaction form processed in accordance with University policy. An officially registered student is a student whose transaction form has been accepted by the Office of the Bursar for payment in accordance with University payment procedures and has been computerized by the Office of the University Registrar. A student transaction form may be processed only if it has been completed by the student and is accompanied by approved payment.

All students receiving instructional services on campus must be officially registered prior to their first class meeting. At time of registration, students must have payment or show evidence of financial aid. Students also pay required registration and lab fees. Students shall take sequenced classes in the order designated by the School's curriculum. The dean shall designate a minimum and maximum number of students for each class. Independent study courses must be approved by the faculty. Students may register for a faculty-approved independent study course with permission of the course instructor.

All courses require regular weekly or biweekly meetings of faculty and students in University facilities throughout an entire semester. Each master's-level course must have 15 clock hours of classroom interaction for each semester hour of credit. No courses shall be offered long distance or in nontraditional formats without faculty approval.

Students may add a class after the registration period and before the day of the first class meeting. After the first class meeting, a class may not be added. Students may drop a class after the registration period and through the first week of class for a complete refund. Dropping a class in the second week leads to a 75% refund, and dropping a class in the third week leads to a 50% refund. Students may drop a class in the fourth week, but they receive no refund. All adds and drops are processed in writing. Phone calls to announce add and drop intentions are insufficient. Written forms must be completed by announced deadlines.

Single-Course Registration

Students may enroll in single courses. Registration is negotiated on a person-by-person, course-by-course basis. Single-course registration must be approved by both a program director and the course instructor. Single-course registrants shall have a graduate degree, certificate, or approved clinical bachelor's degree to register for single courses. Further, all course sequencing and prerequisites apply. All applicants for course registration must fulfill the admissions requirements and complete application procedures of a postgraduate certificate program. Single-course registrations do not enroll students into degree or certificate programs. Single-course registrants may not register for more than one specialization course without seeking admission to the postgraduate certificate program or without the program coordinator's approval. Single-course registrants may not register for more than four degree program courses without seeking admission to the postgraduate certificate program. Single-course registrants are not eligible for student financial aid.

Withdrawals and Incomplete Grades

Students may drop a class during the first four weeks. After the fifth week of class, students who wish to drop that class must formally withdraw. Students withdraw by writing a note to the instructor and the associate dean or academic director. The note should explain the reasons for not continuing. Students may withdraw up to the withdrawal date set for a term, usually the second to last week of the term. After the withdrawal date, students must receive a grade for the course. Withdrawal from a course shall lead to a "W" being placed for that course on the transcript.

If, during the last two weeks of a course, a student finds that more time is needed to successfully complete the class, the student may request an incomplete, or "I" grade for a period of **one** semester. Incomplete grades shall only be granted if the student has been maintaining a passing average on all work required for the course up to the point of the request for the incomplete. Students who have not completed required work or who have a failing average must either withdraw from the class or receive a failing course grade. Forms needed to request an "I" are available in the academic office of the School of Social and Systemic Studies. Students should discuss an "I" with the instructor and should document whatever agreement is made in terms of work and due dates on the form. Faculty shall not be allowed to initiate "I" grades. They must assign a letter grade if a student has not filed an "I" request form. Incomplete grades shall be resolved within the following semester. At the end of the following semester, a grade shall be assigned.

Administrative Withdrawal

At times, faculty or administration shall withdraw a student from a course or courses due to an error in registration or new information about a student's application. In these instances, students shall be administratively withdrawn and shall be given a full refund of tuition. This policy does not apply to forced withdrawals, suspensions, or expulsions due to student misconduct.

Full- /and Part-Time Status

Master's-level students are considered full time if they register for 6 or more semester hours. Doctoral students are considered full time if they register for 9 or more semester hours. Doctoral students are considered full-time if they register for dissertation. Master's students shall enroll for at least 6 hours per semester. Doctoral students shall enroll full time for at least 9 hours per semester until registration for dissertation when they shall register for at least 3 dissertation hours per semester. With faculty approval, doctoral students may request a full-time registration for "work in progress" to complete publishable papers or program examinations. Doctoral students may request such a registration only for two semesters.

Reduced Status and Leave of Absence

Students who wish to reduce their number of registered semester hours below required minimums or who wish to take a leave of absence for part or all of a semester shall apply to the faculty for approval. Students shall write a statement of explanation regarding the need for the reduction or the leave. If approved, the faculty shall recommend the term of reduced hours or leave of absence. Students who request maternity or paternity leave are ordinarily granted 30 days. Students who do not have faculty approval for reductions or leaves shall not be allowed to register for courses until they have resolved the matter to the faculty's satisfaction.

Internship

Degree and certificate programs that require field placement practicums or internships shall develop an application process for the placement and shall develop contracts between the University and the organization accepting the placement. Internship applications shall include means of evaluating student readiness for relatively independent professional work. Contracts shall specify the exact type of work expected of the intern, the conditions and expectations of the work setting, the credentials required of supervisors, the duration and frequency of the internship, the duration, type, and frequency of supervision, the means by which students shall be evaluated, and the means by which the supervisor and the site shall be evaluated. Contracts shall also set out limits of personal and professional liability of students and supervisors. Internships site contracts shall be approved by the faculty.

Academic Evaluation

Course work shall be evaluated according to the following criteria:

A grade of "A" shall be earned for outstanding excellence and superior achievement.

A grade of "B" shall be earned for excellent quality and high achievement.

A grade of "C" shall be earned for work of average quality and minimal achievement.

A grade of "D" shall be earned for work of poor quality and below average achievement.

A grade of "F" shall be earned for failure to do the work of the course.

A grade of "W" shall be given any student who withdraws from a course.

Practicum and dissertation courses shall be graded on a **Pass/Fail** basis.

Attendance is required for all courses. More than two absences during a classroom course shall result in a grade no higher than "C" for the course. More than four absences during a classroom course shall lead to a failure for the course. More than three absences of a clinical practicum course shall lead to a failure for the course. Grades of "A" or "B" are considered acceptable for graduate-level training. Grades of "C," "D," and "F" are unacceptable. A grade of "W" shall not affect standing in a program. Any course with a grade of "D" or "F" must be repeated for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation.

Academic Freedom

The School uses the definition of academic freedom in university policy and in the *Criteria for Accreditation* of the Southern Association of Colleges and Schools (page 42 of the 1992-1993 edition):

Academic freedom does not require neutrality. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Nonetheless, the protection of the freedom for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given discipline is **crucial** to the integrity of an educational institution.

Students and faculty share the rights and responsibilities of academic freedom. No one shall be restricted in the examination or communication of any view, and everyone shall be free to question and research all views. As students are required to learn the substance of the disciplines of their degree programs, they are encouraged to develop and express their own perspectives and applications of their mandated studies.

Course and Program Evaluation

Students and instructors shall evaluate courses and programs, providing the School with constructive feedback on instructors, clinical supervisors, students, texts, facilities, assignments, and examinations. The School shall use course and program evaluations to improve the educational efforts of faculty.

Probation and Expulsion

Students shall be placed on academic probation when they receive a "D" or an "F" for a course, when they have more than two "C"s, when they have more than two active "I"s, or when they fail degree program examinations. Academic probation is noted in writing in students' records. Students are allowed one year to complete successfully any failed program examinations. All courses with "D" or "F" must be retaken within one year. If a student has more than two "C"s, course(s) must be retaken within one year to reduce the number of "C"s to two. Students with more than two active "I"s must resolve all incompletes within one semester. Students who do not successfully resolve academic probation shall not be allowed to continue.

Student Evaluation

Each student is evaluated on an ongoing basis while enrolled in the School. In addition to academic evaluations given in courses, students are evaluated for their readiness for professional and scholarly work. If, for any reason, a faculty member has reason to question the satisfactory progress of any student, the faculty member shall discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of a program director and the faculty as a whole. Appropriate faculty members will be asked for additional review and comment.

The School has identified several categories of behaviors that are essential to professional and scholarly performance. These broad areas include:

1. Academic abilities
2. Professional and scholarly ethics
3. Responsibility, dependability, and cooperation
4. Response to constructive criticism.

If faculty members concur that a student is exhibiting poor performance in one or more of the above areas, the faculty may request that the student attend a faculty meeting for an informal resolution of the problem. The faculty may make specific recommendations to the student for improvement. If the problem continues or if the issue is of sufficient concern, faculty members may communicate their grievance to the dean and request a formal review of the student's status in the School. The dean shall investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, he or she may be dismissed from the program.

Graduation

When students have successfully completed all degree program requirements, they shall be sent an application for degree form. Students may not obtain the form and complete it on their own. The

form shall be filled out by the academic office and sent for student signature and graduation fee. When the form is returned to the academic office, the office shall make a final check on degree completion and shall forward the application for degree to the registrar. Students should not begin to make plans to attend commencement ceremonies until they have finished all degree requirements and have completed the degree application form.

Degree Completion Limits

Master's courses apply toward a master's degree only within five years after matriculation in the master's program. Graduate courses apply toward a postgraduate certificate only within three years of matriculation in a certificate program. Doctoral courses apply toward a doctoral degree only within seven years of matriculation in a doctoral program. After a time limit has been exceeded, students shall reregister for classes taken earlier than the specified time limit.

Privacy of Records

The School follows the regulations stipulated in the *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy*. Students have the right of access to their student records unless a waiver has been signed relinquishing such rights. Students may make an appointment with the academic office to review their file at any time. To obtain the contents of an entire file, students must request a complete copy in writing and pay a copying fee.

University Equipment and Utilities

Students may not freely use University equipment such as copy machines, computers, faxes, and telephones. Students may not make personal long-distance phone calls. Certain computers shall be designated for student use. Faxes and copiers may be used for a fee.

Audio- or videotapes of clinical work shall be considered confidential and shall be kept in University facilities. Students and faculty shall not use clinical videotapes for publication or public presentation without permission from clients and therapists.

Student Appeals

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact upon them. Prior to initiating a formal appeal, a student must meet with a faculty member or administrator and attempt to informally resolve the situation. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the dean. The dean may continue efforts at informal resolution.

If informal attempts fail to provide an acceptable resolution, the student shall file a written appeal with the dean. The document should contain a concise statement of all relevant facts regarding the manner in which the student believes he or she was unfairly treated. Upon receipt of a written appeal, the dean shall review the appeal to determine whether the appeal present a complaint upon which action should be taken. If the dean decides to investigate the complaint, the dean may then meet with the parties involved, interview others, convene a faculty or staff meeting, seek a recommendation from the faculty, and/or request a recommendation from the University administration.

The dean shall make a final determination on the complaint and shall direct what, if any, further action shall be taken. The dean shall respond to the student in writing and explain the determination on the complaint. Students who are not satisfied with the determination of the dean should contact the Office of the Vice-President for Academic and Student Affairs.

Student Rights and Responsibilities

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others; and
 - j. Failure to pay tuition and fees in a timely manner.
- 2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research, and administration. Nova University's computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation toward specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

In addition, a student accessing any Nova University computer systems, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with the license or purchase agreement
- Be in compliance with federal copyright laws and the Nova University Copyright Code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice-President and the office of the dean of a student's academic program.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (P.L. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol. There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances—Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

On Campus

Nova University Student Counseling Service
Mailman Building
(305) 475-7552
Nova University Community Mental Health Clinics
Coral Springs..... 753-7020
Davie..... 475-7070
Lauderdale Lakes..... 486-3663

Community

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of . 10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$ 1,000 and not more than nine months' imprisonment. Third

conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within 10 days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES			TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLER- ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN- ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
Physical												
Psychological												
NARCOTICS												
Opium	II III V	Dover's Powder, Paregoric	Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR		Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn		Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack		None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid		Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan		Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose		Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²		Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS												
Chloral Hydrate	IV	Noctec		Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital		Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam		Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude		Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden		Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid		Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS												
Cocaine ¹	II	Coke, Flake, Snow, Crack		Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol		Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin		Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin		Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2		Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS												
LSD	I	Acid, Microdot		None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus		None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB		None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog		None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP		None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn		None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS												
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks		None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol		Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash		None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil		None	Unknown	Moderate	Yes	2-4	Smoked, oral			

¹ Designated a narcotic under the CSA

² Not designated a narcotic under the CSA

Federal Trafficking Penalties

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY	
	2nd Offense	1st Offense				1st Offense	2nd Offense
I	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
			10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture		
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	1-10 gm mixture	LSD	10 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
			10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Smoking and Nonsmoking

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the university community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences

- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Abuse Resource Center.** The Alcohol and Drug Abuse Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the resource center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Abuse Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Alcohol and Drug Abuse Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Abuse Workshops.** These are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
 - a. Members of the Board of Trustees
 - b. Guest lecturers
 - c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.

- (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
- (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions;
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;

4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year. A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Faculty

Ron Chenail, Dean

Ph.D. in Family Therapy; M.Ed. in Educational Psychology, Counseling Specialization

Interests: metaphor, narrative, and rhetoric in therapy and research; qualitative inquiry.

Sharon Boesl, Assistant Dean, Clinical Services

Ph.D. Candidate in Family Therapy; M.A. in Psychology

Interests: systemic approaches to court-ordered evaluation and treatment; management of mental health agencies; conduct of initial intake process with clients.

Tom Conran, Associate Dean, Academic Programs

Ph.D. in Clinical Psychology with Focus in Systemic Therapies; M.S. in Clinical Counseling, Marriage and Family Therapy Specialization

Interests: focused interactional and narrative therapies; family violence; graduate education in systemic therapies; hermeneutic, ethnographic, and literary inquiry; issues of genetic potentiation and social constructionism in describing language systems.

Marti Bonneau, Director, Mediation Institute

Master's of Social Work.

Interests: supervision and training in alternative dispute resolution processes; consultation, design and implementation of conflict management systems for government, businesses, and organizations.

Douglas Flemons, Associate Professor

Ph.D. in Family Therapy; M.A. in Counseling Psychology

Interests: relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning; writing as inquiry; therapeutic imagination; the presence of absence and the absence of presence.

Shelley K. Green, Assistant Professor

Ph.D. in Marriage and Family Therapy; M.S. in Family Studies

Interests: supervision and training in systemic therapies; the role of gender in team development; therapist learning styles and personal competence; systemic approaches to sexual issues in therapy; brief therapy with persons with AIDS.

Sherri Muchnick, Assistant Professor; Family Systems Medicine Program Director

Ph.D. in Counseling; M.A. in Counseling

Interests: gender and intergenerational issues in therapy; family transitions; therapeutic change as belief pattern and world view transformation; family play therapy; client-designed interventions.

Anne Hearon Rambo, Assistant Professor

Ph.D. in Family Therapy; M.S. in Social Work

Interests: supervision and training in systemic therapies; therapy as play and play as therapy; development of the therapist's unique personal style; rhetoric and language skills training; family therapy history.

Marilyn M. Segal, Professor; Dean, Family and School Center; Senior Faculty

Member, Ed.D. Program in Early and Middle Childhood, Abraham S. Fischler Center for the Advancement of Education; National Lecturer

Ph.D. in Psychology

Interests: public policy related to children's programs; developmental evaluation; social interaction in young children; pretend play; early handicapping conditions; abused and neglected children; different parental responses to the handicapped child; play therapy; correlates of leadership skills in preschool children.

Lee Shilts, Assistant Professor

Ph.D. in Family Therapy; MS.Ed. in School Psychology

Interests: brief solution-focused theory and therapy; supervision and training in systemic therapies; the use of solution-focused therapy in nontraditional settings; Ericksonian hypotherapy; use of letter writing in therapeutic settings.

William Rambo, Adjunct Faculty

Ph.D. Candidate in Family Therapy; M.S. in Social Work; Master's in Divinity

Interests: applying systems therapies to sex offenses and substance abuse; comparative study of Judeo-Christian thought to the cybernetics of Gregory Bateson.

Visiting Faculty

The School invites distinguished clinicians and scholars to conduct seminars, lecture in classes, and consult on student and faculty research. Visiting faculty have included the following:

Tom Andersen	University of Tromso; Tromso, Norway
Harlene Anderson	Houston Galveston Institute; Galveston, Texas
Insoo Berg	Brief Family Therapy Center; Milwaukee, Wisconsin
Monte Bobele	Our Lady of the Lake University; San Antonio, Texas
Gianfranco Cecchin	Centro Milanese di Terapia della Famiglia; Milan, Italy
Steve de Shazer	Brief Family Therapy Center; Milwaukee, Wisconsin
Richard Fisch	Mental Research Institute; Palo Alto, California
Jerry Gale	University of Georgia; Athens, Georgia
Harold Goolishian	Houston Galveston Institute; Galveston, Texas
Jurgen Hargens	Zeitschrift fur Systemische Therapie; Meyn, Germany (retired)
Anthony Heath	Northern Illinois University; DeKalb, Illinois
Brad Keeney	College of St. Thomas; St. Paul, Minnesota
Bill Lax	Brattleboro Family Institute; Brattleboro, Vermont
Sue Levin	Houston Galveston Institute; Galveston, Texas
Fred Steier	Center for Cybernetic Studies in Complex Systems Old Dominion University; Norfolk, Virginia
John Weakland	Mental Research Institute; Palo Alto, California

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